

Ministry of Education



English for Afghanistan
Student's book



Grade Eight





1398
Edition



ملي سرود

دا وطن افغانستان دی — دا عزت د هر افغان دی

کور د سولې کور د تورې — هر بچی یې قهرمان دی

دا وطن د ټولو کور دی — د بلوڅو د ازبکو

د پښتون او هزاره وو — د ترکمنو د تاجکو

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په سینه کې د آسیا به — لکه زړه وي جاویدان

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The message of
Minister of Education
"Read by the name of Allah"

We express our gratitude to Almighty Allah who bestowed upon us life and the ability to read and write and we send endless salutation to Hazrat Muhammad (PBUP) whose first divine message from Almighty Allah is "Read"!

As it is obvious, the year of 1397 was named as "Education Year". Therefore, Afghanistan education system will witness many fundamental quality changes in its different spheres. Teachers, students, curriculum/textbooks, schools, administrations and Parents' Councils are the six basic elements of Afghanistan education which play an important role in expanding and developing of education of a country. At such a fateful moment, the leadership and the entire family of Afghanistan Education is committed to create fundamental changes in the development and expansion of the current education system in Afghanistan.

Thus, reforming and developing of the educational curriculum is one the key priorities of Ministry of Education (MoE). In this regard, improvement in quality, content and the process of distributing of textbooks to schools, Madrasas, and all government and private educational centers is one of the topmost priorities of MoE. We believe that without having quality curriculum and textbooks, we will not be able to achieve the sustainable development goals with regard to education in our country.

To achieve the mentioned goals and an efficient education system, we kindly request our dedicated teachers and committed school administrators who are the educators of the future generation across the country to make endless efforts to support the active learning process using the textbooks and do their best to nurture the future generation to become informed and educated citizens who are critical thinkers and have the religious and national values. Teachers should begin their lessons every day with a sense of accountability and renewed commitment in order for their students to grow into civil, responsible and effective citizens, and serve as the architects of Afghanistan's future development.

Furthermore, I kindly request our motivated students who are the country's future valuable assets that they should not neglect the opportunities provided to them and respectfully utilize the teaching and learning process using the scientific curiosity and benefit immensely from the knowledge of their teachers.

Last but not least, I highly appreciate the endless efforts of educational experts, educationists, and technical partners in curriculum development that actively worked day and night to develop this textbook. I wish them success from Almighty Allah in their noble efforts.

I wish we achieve a well-developed education system of high standard and an Afghanistan with free, informed and prosperous citizens.

Dr. Mohammad Mirwais Balkhi
Minister of Education
Afghanistan

Introduction

Rationale for English Language

Studying English Language, as a very effective foreign language is crucial and essential for the people of Afghanistan because of many reasons:

a. It can enable learners to communicate with other people and acquire needed information.

b. It can help students and scholars to get knowledge about the daily life, culture, religion, politics, science and the technologies developed in English Language, and use the knowledge in the development of their country.

c. It can help the students and scholars to learn about the contributions of great writers, thinkers, scientists, poets, inventors and statesmen in the progress of the people's of this language.

d. It can help our learners understand international law, culture and consequently, improve international relations of Afghanistan with the nations of the world.

e. It can help our people to promote their business and strengthen the economy of the country.

f. It can help our religious scholars to communicate with the people of the world, comprehend their culture and the way of life, and disseminate to the precious Islamic teachings and values. Consequently, promote mutual understanding and conviction.

Methods of the Course

"English for Afghanistan" is an English Course for the people of Afghanistan, to meet their needs. The course has been designed to promote English Language Learning through the following methods and techniques:

1. In the course, students are encouraged to talk first about themselves and their environments and then to broaden their horizons.
2. The course develops an awareness of the link between language, religion and culture.
3. The course provides students with the opportunity to acquire English language skills in an enjoyable and challenging way.
4. In the course, there is a consistent focus on learning English in order to develop practical and functional skills in which grammar is carefully considered.
5. The course provides enough time to students to master and acquire the lexicon and structures which are taught to them.
6. The skills of listening, speaking, reading and writing are developed gradually.
7. Maximum opportunities of interaction are provided for students.
8. Maximum use is made of pair and group activities where students undertake tasks collaboratively.
9. Moreover, revision and recycling are integrated into the course to facilitate and develop more learning skills.
10. This book consists of (16) units. Each unit is divided into (4) forty-five minute lessons.

Table of Contents

Unit 1

Talking about free times

In this unit, you are going to:

- **talk about free times.**
- **talk about abilities.**
- **read comprehensively.**
- **talk about things you like.**
- **ask and answer questions with can.**
- **write a paragraph about yourself.**






Talking about free times


reading


drawing


using a computer


sewing


writing


cooking

- **What are the people in the pictures doing?**
- **What do you do in your free times?**
- **What is your favorite hobby?**

Conversation

A. Read and practice.
Practice the following conversation with your partner.



Amina: I go for drawing classes every Tuesday.
Latifa: Why?
Amina: I love to draw, but I can't.
Latifa: Oh, I can draw, but I can't sew. Does the center give sewing classes, as well?
Amina: I don't think so, but you can get self-teaching video tapes and CDs at the book store.
Latifa: I can't use the computer, either. Could you ask if the center gives computer course as well?
Amina: Yes, sure.

B. In pairs: Talk about yourself. What can you do? What can't you do?

Unit 1 Lesson 1

Grammar

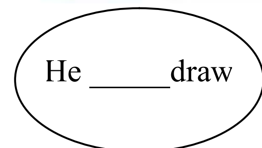
Can for ability			
He **can** draw. They **can't** draw. We **can** swim.	**Can** he draw? **Can** they draw? **Can** we swim?	Yes, he **can**. No, they **can't**. Yes, we **can**./ No, we **can**'t.	Can’t =Cannot

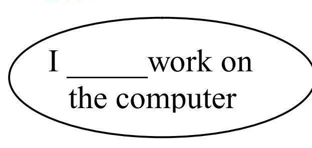
A. Look at the pictures and complete the sentences.











They __ cook!







B. Use the above sentences to talk about your abilities.

Speaking

In pairs: Ask your partner questions about what he/ she can do and can’t do.

Can you count to one hundred?

Yes, I can.

Can you swim?

No, I can’t.

stand on your hands.
spell your name
bend backwards.
sew a jacket.
write with your lefthand.
speak Spanish.
cook Italian food.
draw a camel.
introduce yourself.

Vocabulary

A. Match the pictures to the hobbies.









swimming  fishing 
balling  playing basketball 

B. In pairs: Tell your partner about your hobbies. What can you do?

I can ________.

Conversation

A. Read and practice.
Practice the following conversation with your partner



Nawab: You have lots of books, Farhad.
Farhad: Yes, I like reading; it's my hobby.
Nawab: How many books do you read in a week?
Farhad: One book in a week.
Nawab: Are these books yours, too?
Farhad: No, these are my brother's Social Studies books. I don't like reading about Social Studies.
Nawab: I like social studies. Can I borrow one of the books?
Farhad: I'm not sure. But!
Nawab: Oh, no! I know I can't take it without his permission.
Farhad: Here he is. Let's ask him.
Nawab: Hey! Can I take a book of social studies from you until next week?
Akram: Yes, you always can.
Nawab: Thanks.

B. Is it right to take something from a friend without asking for permission? Why?

Unit 1 Lesson 2

Grammar

Like + verb (ing)		
Affirmative	**Negative**	**Interrogative**
I **like reading**. She **likes painting**. They **like swimming**.	I **don't like swimming**. She **doesn't like reading**. They **don't like painting**.	**Do** you like **swimming**? **Does** she like **reading**? **Do** they like **painting**?

A. Choose.

(Do – Does) you like cooking? Yes, it's my hobby. I always try out new recipes. I also like (buy – buying) cooking books. Every week my friend Nargis comes to my house. She (doesn't – don't) like (cook – cooking) but she likes (eat – eating) the food I cook.

B. What do you like doing after school?

Reading

A. First read the paragraphs then mark the statements with True or False.

- You can give vegetables as a gift. (   )
- Exercising is good for your body. (   )
- There are only three good hobbies. (   )
- Rock painting is expensive. (   )

Ways to Spend Your Free Times



Do you ever stay home with nothing to do? Are you eager to do something new? Here are some ideas you can do and enjoy in your free times.

Gardening is both fun and useful. You can easily grow fresh vegetables which you can enjoy with your family and friends. You can also send some as a gift to your relatives or share with those in need.

Rock painting is an interesting craft that does not cost much. You can use any type of color to decorate different shapes of rocks. You can draw houses, flowers, cars or almost anything on the rocks to start your own collection.

Exercising is a must for every part of your body and your brain. People who exercise regularly stay active throughout their lives.

B. In pairs: Discuss these questions.

- Which of the above hobbies would you like to try?
- Why do you think exercising is a must?

Unit 1 Lesson 3

Listening

A. Your teacher is interviewing a student in your class. Listen to the interview and complete the table.

Name	
Age	
Favorite color	
Likes	
Dislikes	



B. Write a paragraph about the interviewed student and use the information you have written in the table.

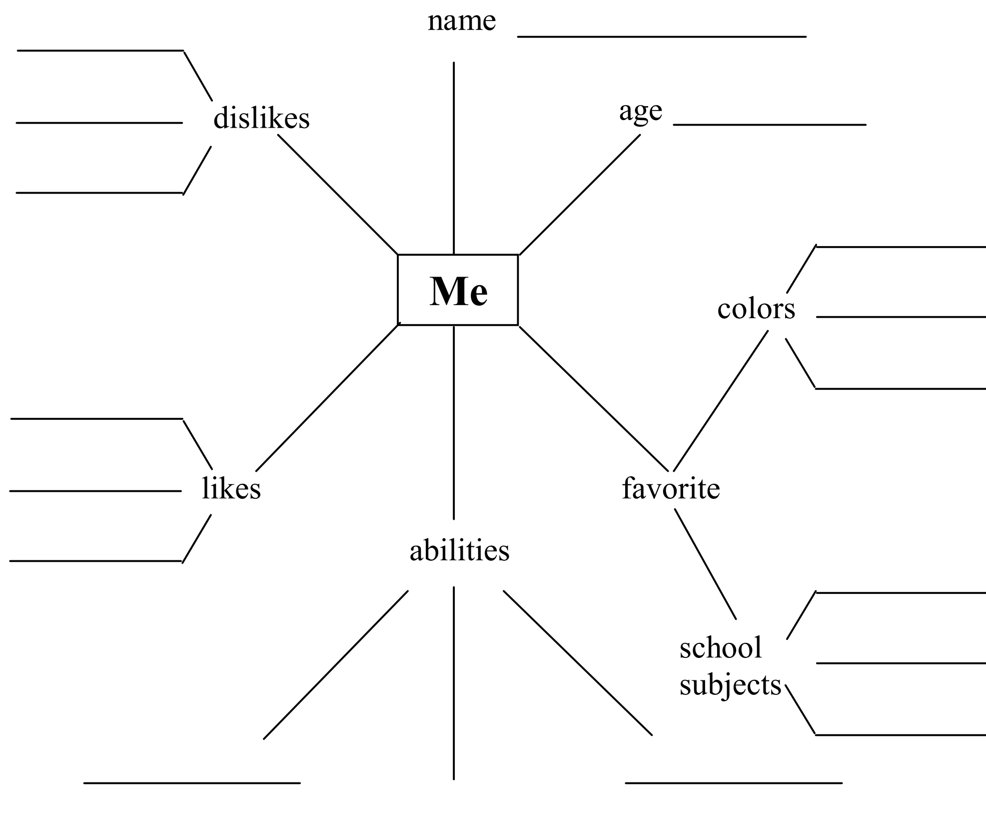
His/Her name is ____________. She/he is ______________________
____
____
____
____
____
____
____
____

C. In pairs: Interview a friend and complete the table.

Name	
Age	
Favorite color	
Free time	
Dislikes	
School	
Class	
Subject you like	

Writing

A. Complete the following diagram about yourself.



B. Use the information of the above diagram to write a paragraph about yourself.

My name is

Phonics

Long u sound

Long **u** sounds like the sound in  uniform 

and glue.

Rule
When two vowels are together, the first vowel usually has the long sound. The second vowel is silent. You can hear the long **u** sound in **fuel**.

Rule
A vowel usually has the long sound when a consonant and **e** come after it, the **e** is silent. You can hear the long **u** sound in **mute** and **cute**.

A. Listen and circle the letters to show where you hear the long u sound.

Unit	Uniform	Horse	Cloud
unit U U U	U U U	U U U	U U U
U U U	U U U	U U U	unique
Glue	Shoe	Square	Unique

B. Listen to your teacher while reading the following words and tick the ones that have the long u sound.

1. bug ☐
2. clue ☐
3. fuse ☐
4. unique ☐
5. june ☐
6. duck ☐
7. dune ☐
8. jug ☐
9. flue ☐
10. rule ☐

Grammar Summary

Like + Verb (ing)		
I We You They	Like don't like	**swimming.** **running.** **playing.** **sewing.** **cooking.**
He She It	Likes doesn't like	

Can for ability		
I You / We / They He /She /It	**can** **can't**	swim. run. play. sew. cook.

Can	I you / we / they he /she /it	swim? run? play? sew? cook?

❖ **Complete the sentences by choosing the correct words.**

a. Can they (play – playing) tennis?
b. We don't like (read – reading).
c. I can (swimming – swim).
d. Friba and Lailuma don't like (watch – watching) TV.
e. Mariam doesn't like (cooking – cook).

Speaking

A. Use the chart below to ask and answer questions about abilities in English.

count	to twenty to hundred
read	a menu a newspaper a paragraph
write	a page a letter a story
greet	someone somebody
introduce	someone Ahmad

Example: Student 1: Can you ………?
Student 2: Yes, I can / No, I can't.

B. Write Yes/ No questions with 'can'. Then, check Yes or No to give your opinion about each question.

	Your response		Total	
	Yes	No	Yes	No
1. woman / be police officer ________________________________?				
2. woman / be engineer ________________________________?				
3. woman / be good nurse ________________________________?				
4. man / be good cook ________________________________?				
5. woman / work as secretary ________________________________?				
6. man / be tailor ________________________________?				

C. Now in groups of ten: Do a survey by asking each student in your group his/ her opinion about the questions. Write the total number of "yes" and "no" answers in each column. Compare your opinion with other groups. Give reasons for your answers.

Writing

What do you like/ dislike doing on these days?

Fridays

Likes ____

Dislikes ____

Eid Days

Likes ____

Dislikes ____

Snowy Days

Likes ____

Dislikes ____

Vocabulary

Unit 1

Nouns
Ability
Balling
Basketball
Body
Bookstore
Brain
Camel
Bug
Chart
Clue
Collection
Column
Concert
Craft
Fishing
Flue
Free time
Fuel
Fun
Fuse
Gardening
Glue
Hobby
Information
Letter
Mute
Opinion
Painting
Partner
People
Permission
Recipe
Reason
Rule
Secretary
Shape
Square
Stay
Story
Type
Unique
Video

Verbs
Borrow
Can
Count
Decorate
Interview
Introduce
Left
Match
Must
Play
Send
Sew
Share
Spell
Spend
Stay
Swim
Think
Talk

Adjectives
False
Eager
Mute
Right
Social
Sure

Adverbs
Either
Throughout

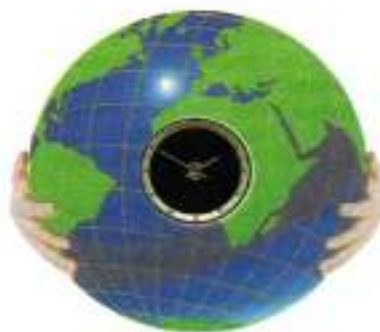
Preposition
After

Unit 2

Time around the world

In this unit, you are going to:

- **ask for and tell the time.**
- **describe what people are doing.**
- **write a paragraph about things you and your family do.**
- **use present continuous tense in various forms of sentences.**



Discussion



- What time is it in Afghanistan?
- What time is it in India?
- How many hours is India ahead of Afghanistan?
- What geographical region is ahead of another region?

Conversation

A. Read and practice.
Practice the following conversation with your partner.

Sadiq: Hello, Rahman.

Rahman: Is it you, Sadiq? Are you calling from the airport?

Sadiq: Yes, I am. The flight has been delayed. Could you do me a favor?

Rahman: Sure. What can I do for you?

Sadiq: Can you remind my mom to irrigate my plants and feed my canaries.

Rahman: No problem. Make sure you call when you reach Japan.

Sadiq: But you may be sleeping then. Japan is about four and half hours ahead. We will arrive about early midnight.

Rahman: Well, and then call us. Have a nice time.



B. What time is it in Malaysia now?
- Why do you think it is important to help others?

Unit 2 Lesson 1

Grammar

Affirmative sentences – Present Continuous	Negative sentence – Present Continuous
You **are** travel**ing** to Japan now. He **is** call**ing** from the airport.	You **are not** travel**ing** to Japan now. He **is not** call**ing** from the airport.

Yes / No Questions – Present Continuous		
Are you traveling now? **Is** he call**ing** from the airport?	**Yes,** I am. **Yes,** he is.	**No,** I am not. **No,** he is not.

A. Look at the picture. Complete the questions and answers.

1. __________ the flight attendant _______________ (serve) food?
   No, ___________. She ____________ (serve) drinks.
2. ________ the old man ________ (look) out of the window? Yes, ______
3. _______________the lady ___________ (talk) to her daughter?
   No, _________________. She is _____________ (feed) her.
4. ______________ the boys ________________ (watch) the movies?
5. ______________ the young man _____________ (sleep)?



B. In pairs: One student writes a verb in a card and mimes the verb written on it and his / her partner guesses the verb.

Student A: Are you smiling?
Student B: Yes, I am. / No, I am not.

Speaking

In pairs: Ask and answer questions about time in the world.

Student A: It's 6:00 a.m in Afghanistan. What time is it in Tokyo?
Student B: Tokyo is four and half hours ahead, so it is 10:30 a.m in Tokyo.
Student A: It is 2:30 p.m in Afghanistan. What time is it in Abu Dhabi?
Student B: Afghanistan is half hour ahead, so it is two o'clock in Abu Dhabi.

Vocabulary

A. What time is it?





It is five past three.
It is three – five.



It is ten past five.
It is five – ten.



It is twenty to eleven.
It is ten forty.



It is twenty past seven.
It is seven twenty.



It is twenty five to ten.
It is nine – thirty five.



It is ten to twelve.
It is eleven fifty.

B. Look at the clocks. Say the times.

C. In pairs: Ask your partner about the things she/ he does at these times.

Listening

A. Listen to your teacher reading father's timing and write the figure down in your notebooks.

My Father's routine

Every early morning, daddy gets up to perform the prayer. He gets up half an hour before morning's prayer which is going to be at 4:15. He goes to the bathroom to take ablution. At 4:30 he puts on his clothes and goes to the mosque. At 4:45 he performs the prayer together with people led by their imam. There are about 50 people in the prayer. After praying he recites the holy Qur'an.

My mother prepares father's breakfast by six o'clock. After breakfast he gets dressed and goes to his office. This is my father's routine before leaving the house for his official work.

B. Complete the table with the father's timings

	gets up	goes to mosque	has breakfast	leaves for the office
Father's timings				
Brother's timings				

Reading

Read the story. Then answer the questions below.

Around the World in Eighty Days

This is an adventure story about an Englishman called Phileas Fogg. Fogg takes on a challenge to travel around the world in eighty days. To make such a journey in 1873 was thought of as a crazy idea. There were no planes, and trains were a new invention. No one believed anyone could circle the world in eighty days. In the story however, Fogg plans his journey and studies the schedules for the trains and boats that leave the cities he is to pass through.

He starts his journey on Wednesday, 2nd October at 8:45 p.m. He sails from London to Suez with no problems. Then he goes through the four continents where he meets many new people. In India, China and America he has many adventures and faces lots of difficulties.

Fogg reaches London thinking that he has taken eighty – one days to finish the journey. However, he finds out that traveling from East to West has saved him twenty four hours. Phileas Fogg has done what other people thought impossible.

Look at Mr. Fogg's record, and then answer the questions.

City	Leaves	City	Arrives
London	Wednesday, October 2nd 8:45 p.m.	Paris	Thursday, October 3rd 7:20 a.m.
Paris	Thursday, October, 3rd 8:40 a.m.	Suez	Wednesday, October, 9th 11:00 a.m.
Suez	Wednesday, October 9th 5:00 p.m.	Bombay	Sunday, October 20th 12:00 noon.
Bombay	Sunday, October 20th 8:00 p.m.	Hong Kong	Tuesday, November 6th 6:00 a.m.
Hong Kong	Thursday, November 8th 5:00 p.m.	San Francisco	Wednesday, December 3rd 7:00 a.m.

1. When does Fogg reach these cities?

a. Suez ______________________________

b. Hong Kong ______________________________

c. San Francisco ______________________________

2. What lesson did you learn from this story?

Speaking

In pairs: Find out.
Sadiq and his family are leaving for Japan via Abu Dhabi. Their flight is at 11:30 in the morning from Kabul. It takes two hours to reach Abu Dhabi. After staying for four hours in Abu Dhabi, the plane will fly to Japan. It takes only ten hours to reach Japan from Abu Dhabi.

1. The Afghanistan time they arrive in Japan.
   ____
2. The local time in Abu Dhabi.
   ____
3. The Afghanistan time they arrive in Japan.
   ____
4. The local time in Japan.
   ____

Writing

Sadiq and his family are in Abu Dhabi now. Look at the pictures. Describe what they are doing and at what time.



1. Sadiq and his family are in Abu Dhabi now. It is one o'clock in the afternoon. They are doing their afternoon pray ____________
2. ____
3. ____
4. ____

Look at the pictures of Sadiq's family in Japan. What are they doing? Write a paragraph.



Phonics

L blends are the "L" sound with another consonant like in

Flag  clay 

and plant 

> Rule
> A consonant blend is two or more consonants that are together. The sounds blend together. Each sound is heard.
> You can hear an **L** blend at the beginning of **clay** and **plant**.

A. Listen to the words. Repeat them chorally after your teacher.


flowers

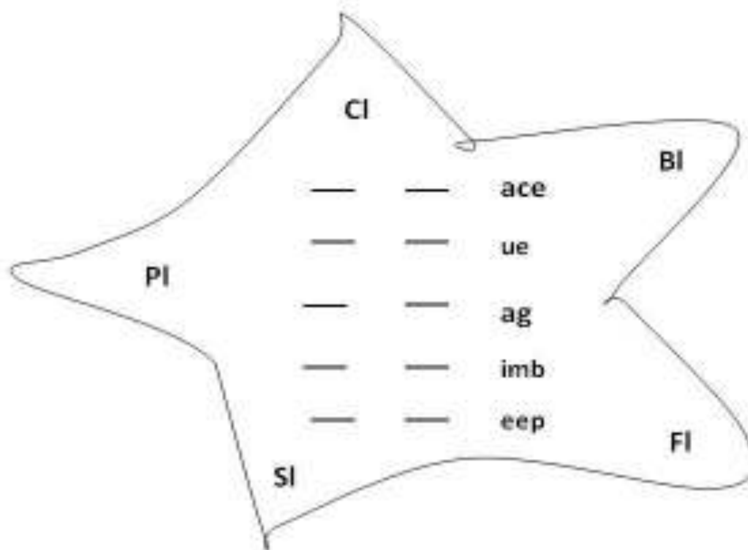

block


plane


slide


gloves

B. 1. Write each blend once to make a new word. Say the new word.



2. Can you think of more words that start with L blends?

Grammar Summary

Present Continuous Tense

Yes / No Questions – Present Continuous		
Am	I	working?
Is	he she it	
Are	you we they	

Yes,	I	**am.**
	he she it	**is.**
	you we they	**are.**

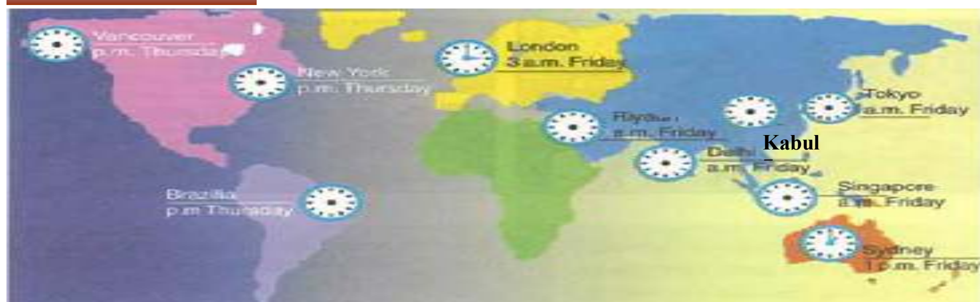
No,	I	**am**	**not.**
	he she it	**is**	
	you we they	**are**	

Practice:

Complete the sentences with the correct form of given verbs in parenthesis.

1. (try) I am ………… to get through to Sohail.
2. (call) Who are you ………….?
3. (watch) I am ……….T.V when my father arrives from duty.
4. (play) Shokoor is ………. Volleyball in the garden.
5. (cook) Shazia is ……… lunch.

Speaking



A. Look at the clock faces in the map and make questions, the class will answer.

B. Take turns to tell the other students what people in the cities are doing at that time.

Student A: What time is it in London?
Student B: It's Friday 3 a.m. in London.
Student A: Are the people sleeping?
Student B: Yes, they are / No, they're not.

Reading

In groups: Match the paragraphs to the pictures.






A. It is seven o'clock in the morning. At the moment, people are getting up, getting dressed and having breakfast or driving to work.

B. It is four twenty now. People are going home from work. Some are walking to bus stops. Others are waiting for the office transportation. A few are walking to the cafes to have something to eat.

C. It is eight – thirty at night. At the moment, some people are having dinner in restaurants. Many families are at home. They are watching television, reading the newspaper or playing games.

D. It is twelve in the afternoon. Many people are on their lunch break. Some of them are having a quick lunch. Others are seeing their friends or shopping.

Vocabulary

Unit 2

Nouns
Ablution
Adventure
Airport
Bus stop
Cafe
Canary
Challenge
Clay
Dress
Duty
East
Favor
Flag
Flight
Flight attendant
Food
Idea
Invention
Journey
Lady
Lesson
Midnight
Movies
Region
Schedule
Slide
Transportation
Verse
Volleyball
West

Verbs
Arrive
Begin
Believe
Delay
Feed
Find/ out
Finish
Fly
Leave
Meet
Mime
Reach
Recite
Sail
Serve
Smile
Sound
Tell
Think/ thought
Try
Watch

Adjective
Ahead
Crazy
Difficulty
Holy
Impossible
Many
Old
Problem
Various

Adverb
Around
Early

Preposition
Via

Unit 3

Weekends and Holidays

In this unit, you are going to:

- **name weekend and holidays activities**
- **say the past tense of regular and irregular verbs**
- **ask and answer questions about time and activities**



Unit 3 Lesson 1

Discussion

- What do you do on your weekends?



Conversation

A. Read and practice

Practice the following conversation with your partner.



Qudsia: Guess what we did last week, Sara?
Sara: What?
Qudsia: We rented a house in Paghman and stayed there for the weekend.
Sara: Great! What did you do?
Qudsia: Well, I walked to the valley, watched the river and ate kabab. Oh, and I collected many nice stones from the river as well.
Sara: How nice!
Qudsia: Yes and my brother took part in a volleyball game.
Sara: So, you really had fun?
Qudsia: Yes, I did. What about you? I am sure you too had a good time last weekend.

B. There are 40 hours in a weekend. How well do you plan and use them?

Unit 3 Lesson 1

Grammar

Past Simple – regular / irregular verbs	
We **rented** a house last month. I **collected** some stones from the river. I **saw** my grandmother yesterday.	We **didn't rent** a boat. I **didn't collect** any shells. I **didn't see** my grandfather.

smile – smiled
rent – rented
collect – collected
stop – stopped
study – studied
drive – drove
go – went
see - saw

A. Write the past tense of these verbs.

1. do	___________	4. carry	___________
2. have	___________	5. stop	___________
3. see	___________	6. study	___________

B. Look at the pictures and write what Naheed and her family did / did not do on the weekend.








1. On Thursday morning, Naheed _________a book. She _________ TV.
2. In the afternoon, her family ________________ to the park but they ____________ eat anything.
3. At night, she ____________ a cake but she ____________ it.

C. In groups: Take turns telling your group three things you did last weekend.

Conversation

A. Read and practice.
Practice the following conversation with your partner



Ali: Did you go to Paghman last month?
Taher: Yes, we spent a weekend there.
Ali: Did you take a bus?
Taher: No, we didn't. We drove our car.
Ali: Tell me about your trip?
Taher: Well, first we drove to Qargha. The weather was nice and cool.
Ali: Great!
Taher: Then we met my uncle and his family in national park in Paghman. We had fried chicken. We were lucky to finish before it rained.
Ali: It must have been fun!

B. Did you enjoy your weekend? Why?

Grammar

Did in Yes/ No questions with past tense verbs	
Did you **go** to Paghman? **Did** he **take** a bus? **Did** you **have** fun?	Yes, I **did**. I went there on Thursday. No, he **didn't**. He drove to Paghman. Yes, we **did**. We had a lot of fun.

Present	**past**
go	went
drive	drove
take	took
meet	met

A. Write the simple present tense of these irregular verbs.








drove________ bought______ ate________ made__________








brought_________ drank_________ slept_________ drew________

B. Match the questions with the answers.

1. Did Ali sleep early on the weekend?	a. No, he didn't. He visited his family.
2. Did he visit any friends?	b. Yes, he did. He helped him wash.
3. Did he help his father?	c. No, he didn't. He slept late.
4. Did he watch the news?	d. Yes, he did his homework.
5. Did he do his homework?	e. No, he didn't. He watched the mat ch.
6. Did he exercise?	f. Yes, he did. He played basketball.

C. In pairs: Ask the above questions and give your answers.

Reading

Read the passage which is written about Holidays.

Useful Holidays

Last year, I spent my holidays in Saudi Arabia. I had a very good Flight from Kabul to Dubai. Flying over the plains, mountains and the oceans, I enjoyed the scenes.

I made my Ihram in Dubai and flew to Jeddah. Arriving there, I saw the people of different nationalities. When I reached Mecca Mukarrama, I rented a room in a hotel near to Masjid-e-Haram. Entering there, I prayed and started Tawwaf. I did two Rak'ats prayers to Moqam e Ebrahim and drank Zamzam water. Finally, I walked around Bytullah-e-Shareef seven rounds. Then I walked between Safa and Marwa seven times and made my hair cut. Thus I performed my Umrah.

From Mecca, I went to Madina Munawwara and stayed there for eight days. I attended five times prayer in the Mosque of Prophet Muhammad (peace be upon him) regularly, every day. I visited the Shrine several times and prayed to Allah. I also visited many holy places of the city. At the end I returned to Kabul in a flight from Jeddah. I enjoyed my holidays, and they were useful holidays.



Answer the following questions.

1. Where did the writer spend his holidays last year?
2. Did he have a very good flight?
3. Where did he make his Ihram?
4. Where did he see people of different nationalities?
5. How many times did he walk between Safa and Marwa?
6. Why did he go round Bytullah shareef?
7. How many days, did he stay in Madina Munawwara?
8. Did he attend five times prayers in the Mosque of the prophet (PBUH) regularly?
9. Were they useful holidays?

Conversation

A. Read and practice.

Practice the following conversation with your partner.

Karim: Where did you go last night?
Jameel: I went to the football match.
Karim: Why didn't you call me? I would have liked to go, too.
Jameel: I called you, but no one answered.
Karim: What time did you call?
Jameel: Around three in the afternoon.
Karim: I was asleep. Who did you go with?
Jameel: I went with my new neighbour, Jamal.
Karim: I wish you'd call me earlier. I really wanted to go.



B. What did you do last night?

C. What do you think about staying up late at night?

Grammar

Wh – questions with past tense verbs	
Where did you go in the holidays?	I **went** to Saudi Arabia.
What did you do in Saudi Arabia?	I performed Umrah and went to Madinah.
When did he **visit** his friend?	He **visited** his friend last week.
What time **did** she **arrive** in Jalalabad last week?	She **arrived** at 12 midnight.
Who did we **meet** yesterday morning?	We **met** our friends.
Why didn't they **come** last night?	They **were** sick.

A. Write questions to these answers.

1. A: ______________________________
   B: I went to the supermarket yesterday.
2. A: ______________________________
   B: I bought some fruit and bread last night.
3. A: ______________________________
   B: Last month I went to Saudi Arabia to perform Umrah.
4. A: ______________________________
   B: I went to the bookstore yesterday morning because I wanted to buy a book.

B: In pairs: Ask each other the questions in exercise A and give answers for yourself.

Listening

Listen to your classmates talking about what they did last weekend and write down the activities.



Writing

A. Read Fatima's notes about things she did last weekend.

Bake a cake
Visit uncle
Picnic in Salang

B. Read her paragraph

Last weekend, I wanted to surprise my cousins. I woke up early and baked a cake for them. I took it with myself to my uncle's house. In the afternoon, we went to a picnic to Salang. We barbecued meat and chicken. The weather was very nice and we really enjoyed. We returned home very late at night.

C. Write some notes first then use them to write a paragraph about your activities last weekend.

…………
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Phonics

R blends

R blends are the **'r'** sound with another





consonant like in crab and dress.

Rule

Remember that in consonant blend, two or more consonants are together. The sounds blend together. Each sound is heard. You can hear **"r"** blend at the beginning of **brown** and **crab**.

A. Listen to the words and repeat them chorally after your teacher.



bread



crown



frog



train

B. Look at the pictures and complete the words with the correct blends.

dr	cr	tr	gr	fr	pr

1.



___ ____ apes

2.



____ ____ ess

3.



___ ____ ab

4.



___ ___ uit

5.



___ ___ ayer

6.



____ ___ ee

Grammar Summary

Past Simple tense / affirmative

I You We They He She It	**walked (regular)** **went (irregular)**	home last night.

Past Simple tense / negative

I You We They He She It	**did not** **didn't**	**Walk.** **go** home last night.

Did in Yes / No questions

Did	I you we they he she it	**walk** **go**	home?

Yes,	I you we they he she it	**did.**
No,		**didn't.**

Wh – questions with past tense verbs

Where **When** **What time** **Why**	**did**	I you we they he she it	**go?**

I You We They He She It	**went**	**home.**
		yesterday.
		at six o'clock.
		to study.

Complete the conversation with correct form of the verb.

Ramin: I really ________(enjoy) the game. Do you ________ (like) it, too?

Saleh: It was okay. But they _________ (play) much better last week. Don't you think so?

Ramin: I ____________ (not, watch) the last game. I ___________ (miss) it. By the time I __________ (get) home, it was over.

Saleh: Yes, I remember. It ___________ (start) early that day.

Listening

Listen to your four classmates talking about thier weekends. What did they do or go on Friday morning? Write the names of the places and things.









Speaking

A. What did you do last weekend? Complete the table.

Last weekend / Where did you go? ______________________________.	
I went with _________________	I saw __________________________.
I went by _________________.	I ate ____________________________.
I stayed in a ________________.	In the mornings, I ________________.
I stayed there for ____________.	In the evenings, I _________________.

B. In pairs: Guess what your partner did last weekend. Find out how many guesses were right.

My partner's last weekend. Where did she / he go?		✓ = I was right. ✗ = I was wrong.	✓ ✗
She / He went with ____________.	☐	She / He saw _____________.	☐
She / He went by _____________.	☐	She / He ate ______________.	☐
She / He stayed in a ___________.	☐	In the mornings, she / he ___.	☐
She / He stayed there for ______.	☐	In the evenings, she / he ___.	☐

Writing

Write a paragraph describing your partner's weekend activities.

Vocabulary

Unit 3

Nouns
Barbecue
Cousin
Crab
Crown
Exhibition
Experience
Handicap
Neighbour
Passage
Rain
River
Stone
Valley
Weekend

Verbs
Buy/ bought
Collect
Compete
Do/ does/ did
Draw/ drew
Feel/ felt
Go/ went
Pay/ paid
Please
Rain/ rained
Rent
See/ saw
Sleep/ slept
Study/ studied
Surprise
Visit/ visited
Wake/ woke
Want/ wanted
Barbecue/ barbecued

Adjectives
Asleep
Irregular
Late
Lucky
Regular

Adverb
Really

Unit 4

Review

Vocabulary

A. Write an action verb under each picture.











watching ____________ ____________ ____________ ____________











____________ ____________ ____________ ____________ ____________

B. Make sentences using the past tense of the verbs in activity A and underline the verbs.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

Unit 4 Lesson 1

Speaking

In groups: Talk about your free time. Other students listen and ask you questions. Take turns.

Listening

A. Listen to your teacher describing his/ her weekly schedule. Write the times.

	Activities
Saturday	
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	

B. Write your weekly schedule and describe it in a paragraph.



Vocabulary

Match the categories in A to the words in B. Then give a few more words for each.

A.

clothes, stores, nationalities, jobs, months,
colors, cities, prepositions, adjectives hobbies

B. ____________ 1. On, in ____________ , ______________ , ___________.

____________ 2. April, June, May, ____________ , ___________ , _______.

____________ 3. Blue, white, black, ___________ , ____________ , _____.

____________ 4. Reading, drawing, ____________, ____________, _______.

____________ 5. Writer, teacher, ___________, _____________, _____.

____________ 6. Chinese, Japanese, ___________, _____________, _____.

____________ 7. Sweater, shirt, _____________, _____________, ______.

____________ 8. Tokyo, Kabul, ____________, _____________, ________.

____________ 9. Quiet, friendly, pretty, _________, ___________, ______

____________ 10. Bookshops, grocers, ____________, __________, _____.

Speaking

In groups: Find a job. The teacher will give you the cards of a job, read your card. If you have a "wanted" card, look for someone in your group who can do the job. The game finishes when everyone has a job.

I'm looking for a driver.
Can you drive?

Yes, I can.
No, I can't.

Writing

A. In groups: Make a group survey. Ask your group members about the activities they like. Complete the questionnaire.

Example:

Student A: May I ask you some questions?
Student B: Yes, you may.
Student A: What is your name?
Student B: My name is Shams.
Student A: Can you cook?
Student B: Yes, I can.
Student A: What do you do in your free time? Do you collect stamps?
Student B: No, I don't.
Student A: Do you read books?
Student B: Yes, I do.
Student A: And drawing?
Student B: No, I don't know how to draw.
Student A: Thanks.

Activities					
Name		Cooking Yes No	Collecting stamps Yes No	Reading Yes No	Drawing Yes No
1					
2					
3					
4					
5					
Total					

B. Fill in the blanks using the information from your survey. Then, write a paragraph.

In my group, there are ________ students. ________ students like
(number) (number)
________________ and ________________ don't (doesn't).
(activity) (activity)

____
____
____
____

Speaking

Read the opinions below and say your opinion about mobile phone.

In my opinion it's the best way to communicate, because you can say as much as you want, and you don't need any special equipment.



I don't like it; because it is expensive and we can't talk to friends a lot.

I think it's great; because one can send a message immediately and it's cheaper than talking .

Vocabulary

A. Circle the word that doesn't belong to the group.

1. 1925, 2001, 1357, 2:30 p.m.
2. is, am, was, are.
3. drawing, white, cooking, writing.
4. Kabul, Tokyo, New York, Chinese.
5. coat, dress, suit, jacket, car.

B. Write why each word doesn't belong to the group in exercise A.

1. They are all dates and 2:30 p.m. is time, so it doesn't belong to the group.
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________

Grammar

Start from the center. Use one word or expression from each section to make a question.



1. Did he watch TV last night?
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
7. ________________________________
8. ________________________________
9. ________________________________
10. ________________________________

Unit 4 Lesson 4

Speaking

In groups of four: Talk about holiday's entertainments.

- What do you do on the holidays?
- Where do you go on holidays?

Reading

Read the passage.

Do you ever get bored at home? Would you like to have some fun? Start your own MINI GREEN HOUSE. You will need a plastic bottle, some soil and seeds of your choice (tomato, corn, lentils, beans etc). Take the bottle. Remove the label and cap. Pinch a few holes around the top to keep the inside cool. Place some soil at the bottom of the bottle. Throw the seeds and sprinkle them with water. In a few days the seeds will start to vine. Water them regularly. When your plants reach the top, cut the bottom of the bottle and transfer them into a pot or to the garden.

a. Complete the below sentence.

A green house is a place where ________________________________

b. Choose the correct words.

• 'place' means	a. put	b. buy	c. cook
• 'a cap' means	a. a pot	b. a cover	c. a bottle
• 'vine' means	a. die	b. grow	c. find
• 'mini' means	a. very small	b. very big	c. very tall

c. Answer the questions.

- What do you need to make a mini green house?

____

- Why do you make holes in the bottle?

____

- When do you put the plant in a pot or the garden?

____

Vocabulary

Unit 4

Nouns
Action
Bean
Cap
Card
Category
Corn
Driver
Entertainment
Equipment
Grocer
Hole
Holiday
Label
Lentil
Message
Mobile
Plastic
Pot
Seed
Soil
Stamp
Tomato
Vine

Verbs
Belong
Communicate
Cut
Die
Place
Pinch
Remove
Throw
Transfer

Adjectives
Board
Bottom
Cheap
Chinese
Each
Japanese
Mini
Quiet

Adverbs
Below
Immediately
Inside

Unit 5

Famous People

In this unit, you are going to:

- **talk about things that happened in the past.**
- **ask and answer questions about past events.**
- **write about the life of a famous person.**
- **read a passage about Prophet Mohammad (peace be upon him).**





Unit 5 Lesson 1

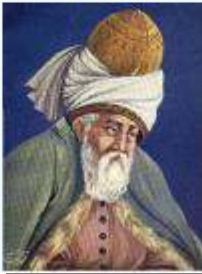
Discussion



Sardar Mohammad Daoud Khan
President
born:1909
died: 1978



Mula Faiz Mohammad Kateb Hazara
Historian
born: 1861
died: 1931



Maulana Jalaluddin Mohammad Balkhi
Afghan poet
born: 604 H Q
died: 672 H Q



Ghulam Mohammad Ghubar
historian
born: 1898
died: 1978

- **Do you know any of the people in the above pictures?**
- **Which of these people would you like to know more about?**

Conversation

A. Read and practice
Practice the following conversation with your partner



Tariq: Did you choose a person to write about?
Noor: Yes, I chose Maulana Jalaluddin Mohammad Balkhi.
Tariq: Who was he?
Noor: He was a very famous Muslim poet. He wrote many books.
Tariq: That's amazing.
Noor: He was a poet and a thoughtful person.
Tariq: When and where did he live?
Noor: He was born in 607 H Q and he lived in Afghanistan.
Tariq: I really like to read more about him.

B. Practice the conversation talking about someone else.
C. Setting goals is a must for a successful future. Why?

Grammar

Past Tense of "Be"

Was / were / Affirmative	Negative
I **was** a teacher last year.	I **wasn't** a teacher last year.
He **was** in Ghazni yesterday.	He **wasn't** in Ghazni yesterday.
It **was** snowy last night.	It **wasn't** snowy last night.
You **were** born in 1984.	You **weren't** born in 1984.
We **were** at school last week.	We **weren't** at school last week.
They **were** Afghans.	They **weren't** Afghans.

Yes / No questions

Was she born in Herat?	Yes, she **was**.	No, she **wasn't**.
Was it a black pen?	Yes, it **was**.	No, it **wasn't**.
Were you in the room?	Yes, I **was**.	No, I **wasn't.**
Were they friends?	Yes, they **were**.	No, they **weren't**.

Wh – questions

How old **was** he?	He **was** 60 years old.
When was she born?	She **was** born in 1882.
Where were you yesterday?	I **was** in Kandahar.
Who were your friends at school?	Salma and Halima **were** my friends.
What was the lesson like?	It **was** easy.

A. Match the questions with the answers.

1. When were you born?
2. Were you born in Kunduz?
3. Were your parents born in Ghazni?
4. Who was your best friend?
5. Who was your favorite teacher?

a. My best friend was Shaker.
b. No, they weren't. They were born in Kabul.
c. I was born in 1992.
d. No, I was born in Paktika.
e. My favorite teacher was Mr. Rafiq.

B. In pairs: Ask each other the questions in A.

C. Complete the sentences using the correct form of 'Be".

1. Today ____________________. Yesterday ____________________.
2. This month ________________. Last month __________________.
3. This year __________________. Last year ___________________.

Vocabulary

A. Listen to your teacher and repeat after him/her.

pilot, writer, cook, scientist, teacher, shepherd, artist.

B. Write the jobs under each picture.



a. ____________



b. ____________



c. ____________



d. ____________



e. ____________



f. ____________



g. ____________

C. In groups: Choose a job and describe it to your groups.

Listening

Listen to your classmates talking about a famous person and complete the table.

Name	Place of birth	Date of birth	Occupation	Date of death

Reading

- **Where was Prophet Mohammad peace be upon him born?**
- **When did he become the Prophet?**
- **How old was he when his father died?**

The Last Prophet, Mohammad (PBUH)

Prophet Mohammad (peace be upon him) was born in Makkah in 571 AD. He was an orphan. His father, Abdullah, died before he was born. His mother, Amena, died when he was six years old. He lived with his grandfather, Abdul Muttaleb, and then with his loving uncle, Abu Taleb.

Mohammad (peace be upon him) was poor and he worked as a shepherd to help his uncle. Later, he looked after his uncle's trade. He was always honest and people called him The Truthful "Sadiq, Ameen". When he was twenty – five years old, he got married to a rich widow, Khadija bint Khuwailed.

When Prophet Mohammad (peace be upon him) was forty, he became the messenger of Allah. He started spreading the message of Islam in Makkah. The first few years were very difficult for the Prophet. In 622 AD, Allah ordered him to move to Madina. He lived in Madina for eleven years. The people of Madina supported him a lot. He died on the 12th of Rabei Al Awal, 11 Hijra (633 AD) in Madina.

A. Guess from the sentences what these words mean.

1. An orphan is a child who doesn't have ______________________
   a. a brother b. an uncle c. a father/mother/both
2. A shepherd is a person who ___________________________
   a. teaches children b. looks after sheep c. sells clothes
3. Truthful means a person who always ________________________
   a. says the truth b. talks a lot c. keeps quiet

B. Write the opposite of the underlined words.

1. The prophet's mother <u>died</u> when he was a child. _________________
2. His uncle was <u>poor</u> and didn't have much money. _______________
3. He started <u>spreading</u> the message of Islam in Makkah. _______________

C. Tick (✓) or (✗). Then correct the false statements.

1. The Prophet worked as a shepherd because he was rich. (   )
2. He got married at the age of twenty – five. (   )
3. The first few years of prophethood were easy for the Prophet. (   )
4. He lived in Madina for ten years. (   )

Vocabulary

A. Write the years in words.

1375 ______________________________
1633 ______________________________
1340 ______________________________
2005 ______________________________
1945 ______________________________

B. In pairs: Ask each other when were you born / started to walk / started to talk / started school?

Speaking

In pairs: Ask and answer about these people.



Ahmad Shah Baba
Born: 1722
Died: 1773



Ghulam Nabi Ashqary
Born: 1892
Died: 1979



Rabia Balkhi
Born: 914
Died: 943



Sayed Jamaluddin Afghan
Born: 1839
Died: 1897

When was _____ born?
When did he die?

He was born in _____.
He died in ______.

Writing

Read the following paragraph about Mirwise Nika.

Mirwaise Nika

Mirwais Khan was born in 1673 and died by the age of 42 (in 1715) after he established the power of the hottaki tribe in Afghanistan. His father Shah Alem Khan was a famous tribal leader of Hutak tribe in Kandahar.



Mirwais Nika defeated the Persian safavid in the southwest and Moghuls of India in the east of Afghanistan. After achieving the independence of Afghanistan, he did not accept the title of king or emperor. Rather he preferred the simple word of "Misher" meaning elder of the people.
His people entitled him "Nika" meaning grandfather of the nation, they respect and consider him as one of the most prominent leaders of the country.

A. Answer these questions.

1.When was Mirwise Nika born?
2.What was his father's name?
3.Whom did Mirwais Nika defeat?
4. What did not Mirwais Nika accept?
5.Was he entitled 'Nika', by the people of Afghanistan?
6.When did he die?

B. Write a paragraph about a famous person.

Phonics
S blends

S blends are the (s) sound with another consonant like:
sk – sm – sn – sq – st – sw

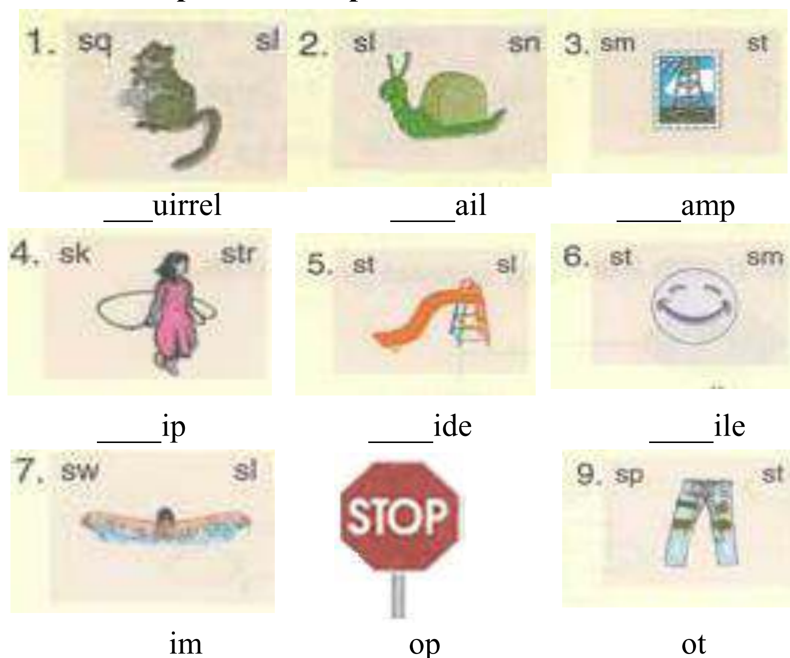
Rule

Remember that in a consonant blend, two or more consonants are together. The sounds blend together. Each sound is heard. You can hear an **s** blend at the beginning of **snow** and **skate**.

A. Listen to the words. Repeat them chorally after your teacher.



B. Look at the pictures and complete the words with the correct given blends on the top side of the pictures.



___uirrel ____ail ____amp

____ip ____ide ____ile

____im ____op ____ot

Unit 5 Lesson 4

Grammar Summary

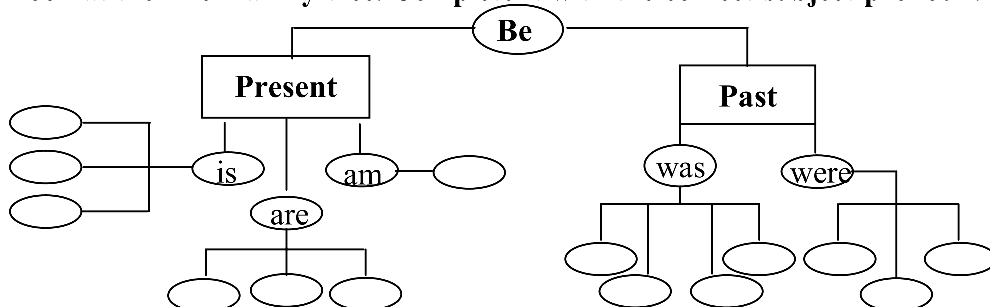
Past Tense of "Be" (Affirmative and Negative)		
I He She It	**was** **wasn't**	at home last night.
You We They	**were** **weren't**	

Yes / No questions with "Be" in the Simple Past								
Was	I he she it	in Kabul in 2003?	Yes,	I he she it	**was.**	No,	I he she it	**wasn't.**
Were	you we they			you we they	**were.**		you we they	**weren't.**

Wh – questions with "Be" in Simple Past Tense			
When	**were**	you	born?
Where		they	
Who	**was**	your first teacher?	
What		she like?	
How fat		your cat?	

I	**was**	**born**	in 1978.
They	**were**		in Faryab.
He	**was**	Mr. Nadem.	
She		kind to us.	
It		very fat.	

Look at the "Be" family tree. Complete it with the correct subject pronoun.



Unit 5 Lesson 4

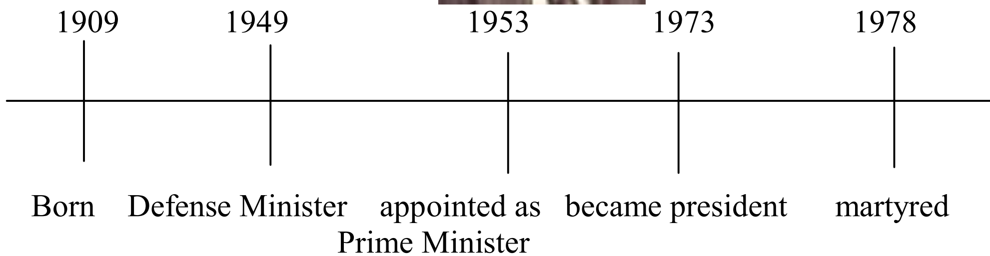
Speaking

Choose a famous person and talk about him/her. Then ask your partner about his / her famous person.

Writing

A. Look at the timeline. It shows information about Sardar Muhammad Daud Khan.





B. Write a paragraph about Sardar Muhammad Daud Khan's life using the dates on the timeline.

____

____

____

____

____

____

____

Vocabulary

Unit 5

Nouns
Army
Artist
Association
Battle field
Cruelty
Defense
Defense minister
Event
Freedom
Future
Goal
Governor
Grand father
Historian
Leader
Leadership
Life
Messenger
Nation
Orphan
Person
Poet
Pilot
Political
President
Prime minister
Prisoner
Scientist
Shepherd
Skate
State
Swing
Trible
Tyranny
Writer

Verbs
Appoint
Call- called
Consider
Defeat
Die – died
Entitle
Establish
Goal
Happen
Increase
Know
Look/ after
Marry
Move
Resist
Revolte
Respect
Rule
Set
Support
Struggle
Unite

Adjectives
Amazing
Born
Despotic
Famous
Gallant
Heroic
Honest
Literary
Poor
Personality
Prominent
Rich
Representative
Sovereign
Successful
Tyranncial
Western
Wise

Preposition
Against
Afterwards

Adverbs
Consequently

Unit 6

Greetings

In this unit, you are going to:

- **Know how to introduce people.**
- **exchange personal information.**
- **read about greetings around the world.**
- **listen to people talking about greeting customs.**
- **write a paragraph about yourself.**
- **ask and answer questions with “Be”.**



Unit 6 Lesson 1

Discussion


Shake hands


hug


bow


Pat the back


press palms together

- Can you name a country for each picture?
- Which greeting is the most common? Unusual?
- How do you greet in your hometown?
- Remember a Muslim never bows when he/she greets others.

Conversation

A. Read and practice

Practice the following conversation with your partner.

Teacher: Hello, Maywand. I see you with a new friend today.
Maywand: Yes, Mr.Kazim. This is Raj Anand.
Teacher: Nice to meet you, Raj.
Raj: Pleased to meet you, Mr. Kazim.
Teacher: This is the first time someone greets me with a press of his palms.
Raj: It is called "Namaste".
Teacher: Where are you from?
Raj: I am from India and I'm here on a business.
Teacher: I hope you enjoy your time.
Raj: Thank you.



B. If you are with a group of friends, do you always introduce newcomers to them? Why?

Grammar

Wh – question with "Be"	
What is your name?	My name **is** Raj.
Where are you from?	I'm from India.
Where is she from?	She is from Nemrooz.
Who are they?	They are her friends.

Subject pronouns	Possessive Adjectives
I	My
You	Your
He	His
She	Her
It	Its
We	Our
You	Your
They	Their

A. Complete this conversation with verb "Be", subject pronouns or possessive adjectives. Check your answers with your partner.

Shaista: I see ____________ cousins __________ here!

Karima: Girls, this is ____________ best friend Shaista.

Shukria: Oh, so you ________ Shaista! We are so happy to meet ________.

Shaista: Glad to meet you, too.

Shukria: I ____________ Shukria and ______ ______ from Herat.

Shaista: Which city ____________ you from?

Laila: ______ ______ from Jalalabad.

Shaista: ____________ hope you have fun during ____________ stay here.

B. In pairs: Make three WH – questions about your friends using the verb "Be" then take turns to ask and answer questions.

C. In groups: Take turns introducing a partner to others.

Student 1: Saleh, this is ____________.

He's from ___________.

Student 2: Hello, ____________. Nice to meet you.

Student 3: Hi, pleased to meet you, too.

Unit 6 Lesson 2

Vocabulary

Which of the following are International and which are traditional? Complete the table.

Afghani tea	Hand shake	English language
Qabuli palau	Buz Kashi	Hamburger

International	Traditional

Reading

A. – Why is it important to know about greeting customs?
– How are International greetings different from local?

At Oxford International School, I learned that greeting customs differ from one country to another. Normally, students greet each other saying hi, hello, or good morning. However, each country has traditional way of greeting.

My Japanese friends occasionally like to use their famous "Ojigi" to greet each other. They bow to say good morning, hello or good bye. Dilip and Raj use the Indian Namaste to greet each other. They press the palms of their hands together and lift them up to their chins. Then they say "Namaste". Filipino students shake hands, but close friends pat each other on the back and say "Kamusta". John, Jack and Patrick from Britain greet each other with a hug. If they meet someone for the first time, they shake hands. Our friends, from the Emirates Saleh and Ahmad, shake hands with all of us every morning.

Going to an International School helped me learn about different greeting customs.

B. Fill in a country for each greetings custom. Check if the greeting is formal or informal. If you can not tell, write "I don't know".

Country	Form of greeting	Formal	Informal
	bow to each other.		
	shake hands.		
	a pat on the back.		
	a hug.		
	Press palms and lift to chin.		

C. Do you know of any other greeting customs? Tell your friends about them.

D. Role play: In pairs, act out the custom of the country named by the teacher.

Listening

Listen to your teacher while reading the passage about greetings on page 57 and complete the table

Greeting / Country	Press palms and lift to chin	Bow	Shakes hand	Hug
Japan				
India				
Filipino				

Conversation

A. Read and practice.
Practice the following conversation with your partner



Rabbani: Hi, Tariq! How are you doing?
Tariq: Great! What about you?
Rabbani: I'm fine, thanks.
Tariq: Rabbani, I'd like you to meet Zaid.
He's from Ghazni.
Rabbani: Hi, Zaid. Are you in the team with us?
Zaid: No, I'm not. I'm a member of this youth club.
Rabbani: Are you and Tariq playing in the match next week?
Zaid: No, we aren't.
Rabbani: Why?
Zaid: Because we have a test.
Rabbani: I am really sorry. Ok nice meeting you.
Zaid: Pleased to meet you too.

B. Are you a member of any youth club?

Grammar

Yes / No Questions and short answers with "Be"	Affirmative	Negative
Am I in the team?	Yes, you are.	No, you are not.
Are you a member(s) of our club?	Yes, I am.	No, I am not.
Is basketball difficult?	Yes, it is.	No, it is not.
Are you and Tariq in the same team?	Yes, we are.	No, we are not.
Are the players Japanese?	Yes, they are.	No, they are not.

A. Complete the conversation and practice with a partner.

Student A: Hello, ______________ you in the basketball team?
Student B: Yes, __________ ___________.
Student A: ____________ you a new member?
Student B: No, _______________. But I have been ill for a long time.
______________ our coach here?
Student A: Yes, he ___________ in the next room.

B. Go around the class and find the information. Compare your answers with the group.

1. How many students have the same first name? ____________________

   (Ask: What's your first name?)

2. Are there any students who have the same last name? _______________

   (Ask: What's your last name?)

3. How many students come from another country? ___________________

   (Ask: Are you from Japan?)

4. How many students come from another district/ province? ____________

   (Ask: Are you from this district/ province?)

Writing

A. 1. What is a paragraph?

- A paragraph is a group of sentences about one main idea. This main idea is called the topic.

2. What does a paragraph look like?

- An English paragraph has a special form. Look at the paragraph below. It is written in the correct form.

> My name is Ghulam Jilani. I am 32 years old. I am from Kandahar, Afghanistan. My native language is Pashto. I am an art worker.

A. 1. Do you remember the rules of writing a paragraph?

> **Rules of paragraph writing:**
>
> 1. A basic paragraph structure usually consists: the topic sentence, supporting sentences, and a concluding sentence.

2. What is wrong with this paragraph?

The following paragraph is not written in the correct form. Look at the paragraph with a partner and discuss what is wrong with its form.

my name is Nemat
i am 25 years old
i am from Jozjan
my native language is Ozbeki
i am a hairdresser

3. Rewrite the correct paragraph.

4. Write a paragraph about yourself in your notebooks.

Unit 6 Lesson 4

Phonics

short a as in man	**Short e as in men**

A. Listen to your teacher and repeat.

1.	**man**	**men**
2.	**pan**	**pen**
3.	**sat**	**set**
4.	**pat**	**pet**
5.	**bat**	**bet**
6.	**mat**	**met**

B.

Short **e** sound is also written as **ea**, **weather**, **feather**, **bread**, **spread**, **head**, **dead** and **heavy**.

B. Read the sentences. Put the underlined words in the right column.

a. It rained **heavily** yesterday.

b. I took my old **leather bag** and **held** my umbrella over my **head**.

c. I **went** to the shop and asked the salesman to give me a **bread pan**.

d. I went back home and baked some **bread** in it.

Short a	Short e

Unit 6 Lesson 4

Grammar Summary

Subject pronoun + Be		Be Contractions
I	am	I'**m**
He	is	He'**s**
She		She'**s**
It		It'**s**
We	are	We'**re**
You		You'**re**
They		They'**re**

Possessive adjectives			
This	is	**my**	friend.
		your	
		his	
		her	
		our	
		their	
It	is	**its**	tail.

Wh – questions with" Be"			
What	**is**	your	name(s)?
		his/her	
	are	their	
Where	**is**	my	school(s)?
	are	their	
Who	**is**	my	teacher(s)?
		your	
	are	his/her	
		our	

Yes / No questions with "Be"			Short answer
Is	English	easy?	Yes, it is. No, it isn't.
Are	they	from Italy?	Yes, they are. No, they aren't.
Is	she	Chinese?	Yes, she is. No, she isn't.

Speaking

In groups of three or four:

- **Make a conversation with group members; ask about his/her age, family, school, last name, nationality ….etc.**
- **Write down the information. Find what you have in common .e.g. same age, same number of sisters/brothers …etc.**

Reading

A. Read about four people. Complete the chart below.

Eduardo is from Mindanao, Philippines. His mother tongue is Tagalog but he also speaks English fluently. He is a secretary in a big office in New York. One day, he to own a business. His hobby is playing football.





Lee is a student in an English language center. He comes from Seoul, South Korea. He can speak two languages Korean and Chinese. In addition, he wants to learn English so that he can become a doctor. He likes swimming very much, but he has no time, nowadays.

Ameera is a Librarian in Egypt. She was born in Cairo but her family moved to Alexandria recently. She can speak and write English fairly well. She wants to improve her spelling because she would like to be a journalist someday. She also reads a lot.





Su Chen is a Chinese nurse. She is from Taipei, Taiwan. Mandarin Chinese is her first language. She can read and write English well, but she needs to improve her spoken language. She wants to do her doctorate in nursing. In her free time she likes to cook.

No	Who is he/ she?	Where is he/she from?	What does he/ she want to be?	What languages does he/she speak?
1				
2				
3				
4				

B. Imagine that you are one of these people. Talk about yourself.
e.g. My name is Ameera / Lee. I'm from Egypt /. Korea, …………etc.

Listening

Listen to your classmates talking about his / her friend and complete the information about each person.

No	Family Name	First Name	Studying	Country
1				
2				
3				

Vocabulary

Unit 6

Nouns
Business
Club
Coach
Custom
Filipino
Journalist
Occasion
Palm
Player
Shake hand

Verbs
Bow
Differ
Exchange
Held
Improve
Press
Shake

Adjectives
Dead
Formal
Informal
Heavy
Local
Native
Personal

Adverb
Normally
Occasionally
Heavily

Unit 7

Daily Life

In this unit, you are going to:

- **talk about daily activities.**
- **talk about work and school.**
- **listen to someone talk about his / her daily activities.**
- **read about a day in the life of a tourist guide.**
- **write a paragraph describing a job.**



Unit 7 Lesson 1

Discussion

- How often do you ___________?

- Spend time with family - do housework - study - visit relatives










- eat out - meet friend - watch sport - look after children

Conversation

A. Read and practice.

Practice the following conversation with your partner.

Hashim: What do you do, Rahman?
Rahman: I work for the Ministry of Public Health.
Hashim: Do you have a long working day?
Rahman: I usually work from 8:00 a.m. to 4:00 p.m.
Hashim: So, you wake up late in the morning?
Rahman: No, I always get up early so that I can perform Morning Prayer (Sobh Prayer) at the mosque, recite the Holy Qur'an, exercise and read the newspaper.
Hashim: Do you usually have lunch at home?
Rahman: No, I usually have lunch at work with my colleagues, but sometimes I eat out with my friends.



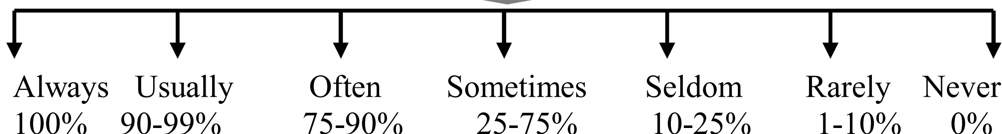
Hashim: How about having lunch with me next week?
Rahman: Oh! I am sorry I can't, because I am on duty.
Hashim: How about Friday night?
Rahman: That is great.
Hashim: See you on Friday night, Bye.
Rahman: See you, bye.

B. What activities do you enjoy doing after school or in your free time?

Unit 7 Lesson 1

Grammar

Adverbs of Frequency



Adverbs of Frequency are used to show repetition of an action.

Adverbs of Frequency	Time expressions	
I **always** get up	at 7:30	in the morning.
He **often** goes to bed	early	at night.
I **usually** have dinner	at around quarter to nine	in the evening.
We **never** stay	at exactly half past seven	in the afternoon.
	before / after four	
She is **always** the best in class.		

A. Complete the sentences with suitable words or expressions.

a. My family _____________ has breakfast at exactly _____________ every weekend.
b. I _____________ go to school on Fridays so I have time to clean my closet _____________.
c. My mother _____________ cooks on _____________
d. We _____________ go to the funfair at around _____________ .
e. My family _____________ goes to Bagh Bala on weekends because it is overcrowded.

B. Take turns asking and answering about some activities you do on weekends. Use suitable adverbs of frequency.

How often do you meet friends?

I usually meet them on Fridays.

Vocabulary

A. Look at the pictures.
Match the pictures to the jobs in the box. Say what each person does.

journalist	waiter	secretary	announcer	policeman
writes for newspapers	serves in a restaurant	writes letters (types)	presents (news)	controls traffic







B. Imagine you are a____________. Talk about your daily activities.
(job)

Listening

One of your classmates is describing his / her working day to the class. When can he/she do each activity? Listen and tick.

Activity	Day shift	Night shift
watch sports		
spend time with family		
eat out		
visit friends		
shop		
exercise		

Reading

A. Read this article about Farhad who works as a tour guide in Afghan Tour in Kabul.

Sometimes people ask me, “Do you like your job?” I say, “I love it.” I always meet interesting people from different countries. Everyday, I start work very early. By eight-thirty, I meet my group of tourists at the hotel. Then we start our trip around the city. I always take them to historical places, such as ancient palaces and museums. For lunch, I usually take the tourists to typical Afghan restaurant. In the evening we often visit other places such as, the Intercontinental where tourists greatly enjoy the food and the sight. They have dinner around the pool and listen to the music. They also enjoy visiting traditional market places, especially Kocha Morgha street. I often help them shoping around because they don’t speak Dari or Pashto.

My work keeps me away from home for long hours. I usually return home at 7:30 p.m. Sometimes, I stay away for days when I take tourists to Bamyan, but I enjoy it. My wife and kids don’t like my job. I seldom go out with them on holidays because I am busy showing other people around.

B. Read the article then circle the better answer.

The article talks about

- Farhad’s daily routine.
- A tour around Kabul.

C. Answer the questions.

1. Name two places Farhad takes the tourists to.
2. How many hours does Farhad work everyday?

D. Find a word from the article that means:

- Old = ___________________________.
- People who travel for fun = ____________________.
- To like doing = ___________________.

D. How often does Farhad do these things?

- Take tourists to ancient places.
- Enjoy holidays with family.
- Meet people of many nationalities.
- Make shopping easy for tourists.
- Not see family for 2 -3 days.

F. Would you like being a tour guide? Why? Why not?

Conversation

A. Read and practice.
Practice the following conversation with your partner

Nooria: Which school do you go to, Tahera?
Tahera: I go to the Zarghona High School.
Nooria: Oh, I see. My sister Alia works there.
Tahera: What does she do?
Nooria: She teaches geography.
Tahera: What about you, where do you work?
Nooria: In a hospital. I'm a nurse. I look after patients.
Tahera: It must be hard work.
Nooria: Yes, it is. What about you, do you like school?
Tahera: I love it even though some subjects are difficult.



B. What would you like to be when you grow up? Why?

Grammar

Simple Present Tense

Wh – questions with "Do"	Answers
What do you do?	**I'm** an announcer.
Which school **does** she go to?	She **goes** to Zarghona high school.
Where do they work?	They **work** for a company.
How often **do** you read books?	I always **read** books.

Yes / No questions with "Do"	Affirmative	Negative
Does she go to Zarghona high school?	Yes, she **does**.	No, she **doesn't**.
Do they work for a newspaper?	Yes, they **do**.	No, they **don't**.
Does he like school?	Yes, he **does**.	No, he **doesn't**.

A. Complete the conversation. Then practice with a partner.

1. A: What ________ you ________?

B: I'm a __________________.

A: And ____________ you study?

B: I study at ____________.

A: _______ subjects _______you like?

B: I like ________________

2. A: What _____ your father______?

B: He's ____. He ____ in a ____.

A: What about your uncle?

He works______.

B: Yes, _____. He works in a ____.

A: ______________ he do?

B: He is a _______. He ________.

B: In groups: Play a guessing game.

Choose a job and mime action related to the job. The group guesses the job.

Writing

Read the passage about Fawzia Habib then complete column A in the table.

Fawzia Habib is a doctor at the Indera Gandhi Children's hospital in Kabul. She starts work at half past seven in the morning. From 7:30 to 9:00 a.m she visits her patients. During the visit she loves to make her patients laugh with telling jokes and then she takes a tea break. At 10:00 a.m. she starts her clinic. At 12:00 p.m. she goes to have lunch with her colleagues. She goes back to work at 1:00 p.m. and checks the patients till 4:00 p.m.

	A	B
Job		
Place		
City		
Activities		

B. Fill column B with information about someone you know. Then use it to write a paragraph in your notebook.

Phonic

Short "i" as in sit **Short "e" as in set**

A. Listen to y our teacher and repeat.

1	sit	set
2	tins	tens
3	pin	pen
4	hid	head
5	big	beg
6	bill	bell

B

Short **"i"** sound is usually written as **"i"** lip, milk, hint, fridge, bridge, his, six

C. Read the sentences. Put the underlined words in the right column.

a. My uncle is a **mechanic**.

b. He **gets** up **very** early in the morning.

c. He has **breakfast** at six o'clock.

d. He **listens** to the Holy Qur'an on his way to work.

e. He has **dinner** with his **family** at **seven** o'clock.

Short i	Short e

Grammar Summary

Time expressions

I	have a history lesson start school	**before / after**		ten o'clock. 9:00 .p.m.
Sohila and Lila		**at around**		
Rahim He / She	was born studies cooks sleeps	**late** **early**	**in**	the evening the afternoon. the morning.
			on	the 2nd of September. weekends.

Simple Present: Wh – and Yes / No questions with "Do"

Where **When**	**do**	**they / we**	exercise	in the morning?
	does	**he / she**		
Do	**I/ you/ we/ they**		exercise	
Does	**he / she**			

Adverbs of Frequency

I They	**always** **usually** **often** **seldom** **rarely** **never**	go	to work by car.
Bilal He / She		goes	

A. Look at the activities below. Write as many questions as you can about each one. (Not less than two questions)

a. read ____

b. exercise ____

c. visit friends or family ____________________________

d. watch TV _______________________________________

B. In pairs: Ask and answer questions about daily schedule and activities.

C. Rewrite the sentences using the adverbs of frequency.

1. He spends Friday's morning with his friends. (always)
   ____
2. They go to the library and borrow some books. (usually)
   ____
3. They let a week without reading a book. (never)
   ____
4. They play table tennis together. (often)
   ____
5. They have lunch in a restaurant. (rarely)
   ____

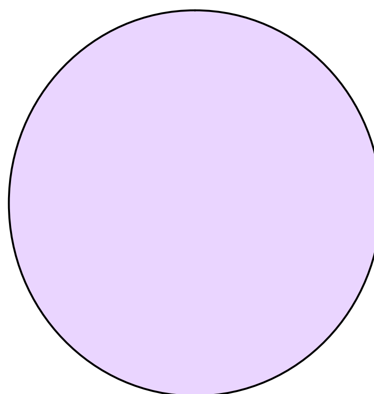
Speaking

A. There are certain activities that you do daily, what are they? How much time do you spend on each? Fill in the table.

activity	time spent	activity	time spent

B. Look at Naiem's time circle. Use the table above to make your own time circle.





C. In pairs: Ask about each other's activities. What do you have in common?

D. Look at your time circle. Do you think you should change some of your daily activities to make better use of your time?

Reading

A. Look at Mustafa's picture. Where do you think he works? Fill in the table.



What I know K	What I want to know W	What I learned L
________________	________________	________________
________________	________________	________________
________________	________________	________________
________________	________________	________________

B. Read the paragraph about Mustafa. Complete it with the words from the box.

before – around – in – early – late – on – at – after

Everyone at the airport knows Mustafa. He is a ground steward for Afghan Airlines. He checks passengers' passports, tickets, etc. ____________ weekdays, Mustafa sleeps most of the day and wakes up a little ____________ ____________ the morning. He has "brunch" (breakfast and lunch) ____________ 09:30 or 10:00 a.m. He watches television ____________ the afternoon prayers. He leaves for work after six o'clock ____________ night and returns ____________the morning, usually around 5:00 a.m. He hurries to the mosque to pray and is never late for the Morning Prayer (Sobh prayer).

Vocabulary

Unit 7

Nouns
Announcer
Article
Bed
Bell
Bill
Colleague
Company
Funfair
Ground
Guide
Hospital
Joke
Kid
Ministry of public health
Museum
Palace
Passenger
Passport
Pin
Policeman/ woman
Public
Repetition
Shift
Show
Sight
Steward
Ticket
Tourist
Trip
Waiter

Verbs
Announce
Be (is, am, are, was, were)
Break
Check
Control
Fill
Get/ up
Guide
Have/ has (eat)
Imagine
Keep
Laugh
Rewrite
Show
Sit

Adverbs
Especially
Seldom

Adjectives
Ancient
Common
Historical
Public
Typical

Question words
How
How many
How much
What
When
Where
Which
Why

Unit 8

Review

Unit 8 Lesson 1

Speaking

In groups: Discuss about which profession do you like? Why?

Listening

Listen to people talking about their jobs. As you listen to your teacher, check the statements that are true.

Hadia

Hadia works in an office.

She knows how to type.

She types memos and letters.

People ask Hadia for appointments.



Hadia is a receptionist.

Halim

Halim only works at night.

The restaurant is usually busy.

He has an intersting job.

Halim works hard.

He gets tired at work.

He likes his job.



Halim is a waiter.

Shafiullah

Shafiullah starts his work at 7:30 am every day.

He stays in shape by jogging and swimming.

Being in good shape is important for his job.

Shafiullah likes his job.

He thinks his job is important.

Sometimes he helps injured people.



Shafiullah is a firefighter.

Vocabulary

A. Write at least five items under each category.

Adverb of Frequency	Places	Jobs	Greeting
usually	school	teacher	shake hands

B. In pairs: One of your friends is saying a verb and the second student uses the verb with adverb of frequency in a sentence.

Speaking

In groups: Take out a piece of paper. Divide it into six equal rows. Write 'Who' – 'Did' – 'What' – 'With whom' – 'Where' – 'When' – at the top of each row. Then write a question for each and ask your questions from your classmates.

Reading

A. How often do you go grocery shopping? Who do you go with?

Palwasha and her family go shopping once a week. They always visit Shar-e Now Market. Usually, Palwasha has her two brothers and her mother with her. Often the market has special offers. Palwasha and her brothers love to buy different kinds of food that are on display. They begin by picking up dairy products, like milk, cheese, and butter. Then they buy a variety of juices. Next, Palwasha's mother stops to get fresh fruits and vegetables. She always buys meat from butchery of the supermarket. Palwasha loves to choose things for the house. Her brother loves to drive the trolley through the chocolate and cookies shops. They always argue about which type of cookies to choose. Palwasha never forgets to check her shopping list. She usually manages to buy all the items on the list. She rarely finds the check out counter empty as the queue at the cashier is always long. Palwasha and her brothers help to put everything in the car. They return home tired, but happy.

B. Rewrite the sentences below replacing the underlined words in the passage with the underlined word in the sentences.

1. Palwasha and her brother like to purchase different kinds of food.

____

2. They start buying <u>milk, cheese and butter</u>.

____

3. There's a long <u>line,</u> so she has to wait to pay.

____

4. Palwasha's brothers <u>fight</u> about things to buy.

____

C. Put in the correct adverb of frequency.

Always Usually Often Sometimes Never

1. The family ____________ needs two trolleys because they have a lot of groceries.
2. Palwasha's mother ____________ goes to the meat section in the market.
3. Palwasha ____________ checks the shopping list.
4. Palwasha's family ____________ shops at the same place.
5. She ________ finds the checking counters empty.

Speaking

In groups: Can you guess who he/ she was?
One of your classmates describes a famous person of the nation without taking his/ her name and the others say his / her name.

Vocabulary

Write a verb that is used with each given words. Then add one or more words for each verb to make a sentence.

1. ____________________ homework / _________________________
2. ____________________ holiday / ___________________________
3. ____________________ at home / ____________________________
4. ____________________ friends / _____________________________
5. ____________________ a program ____________________________

Listening

A. Complete the sentences with the names you hear.
Note: Dear teacher! Say the names from your own.

1. Shafiqa was going to the market when _______________ called her.
2. _______________ bought a kilo of meat from the butchery.
3. In the butchery he met _________________.
4. _______________ is having lunch.
5. Who is he? He is my best friend, _______________.
6. _______________ and her friends go to the picnic every Friday.

Phonics

Short vowels (a, i, e)

A. Read the words. Then sort them according to their sound. Some words can be put under more than one column.

stamp	straight	give	bill	speak	kindergarten
camp	write	cat	garage	pet	cousin
mechanic	plane	until	bread	sweets	kite
friend	bat	pet	health	children	memory
met	sit	hospital	sit	big	tins

a	e	i

B. Write the words that have completely different sounds.

Conversation

Complete the conversation. Then practice with a friend.

Nargis: Hi, my name is Nargis.
Rabia: Hello Nargis. I'm Rabia.
Nargis: Nice party! Are you enjoying yourself?
Rabia: ________________________________
Nargis: Are you Hadia's friend?
Rabia: ________________________________
Nargis: What are you doing?
Rabia: I'm a student. I'm in grade eight.
Nargis: ________________________________
Rabia: Nice meeting you, too.

Speaking

In pairs: Ask and answer questions about Palwasha's story in the reading of lesson 2.
Student A: How often does Palwasha go shopping?
Student B: Once a week.

Writing

A. Choose two countries. Name a famous person from each country. On the timeline write the events of his / her life.

B. Write a paragraph about one of the famous persons you have chosen.

Vocabulary

Unit 8

Nouns
Bull
Camp
Cashier
Chocolate
Column
Cookies
Counter
Display
Firefighter
Person
List
Memory
Queue
Receptionist
Row
Success
Trolley

Verbs
Argue
Discuss
Fight
Injure
Manage
Offer
Pick
Sort
Touch

Adjectives
Empty
Equal
Piece
Variety
Famous

Conjunctions
But
Until

Adverb
Straight

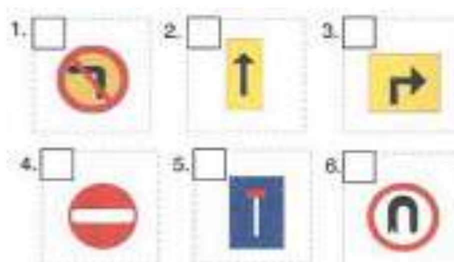
Unit 9

On the Road

In this unit, you are going to:

- **ask for and give directions.**
- **give instructions.**
- **learn about road signs.**
- **listen to people giving directions and following them on a map.**
- **read about maps.**
- **write a paragraph giving directions to a place.**





Discussion

A. Where do you see these signs?
B. What are they for?
C. Match the signs with the instructions.

a. Go straight b. Turn right
c. U turn d. Don't turn left
e. Dead end f. Don't enter

Conversation

A. Read and practice.
Practice the following conversation with your partner.

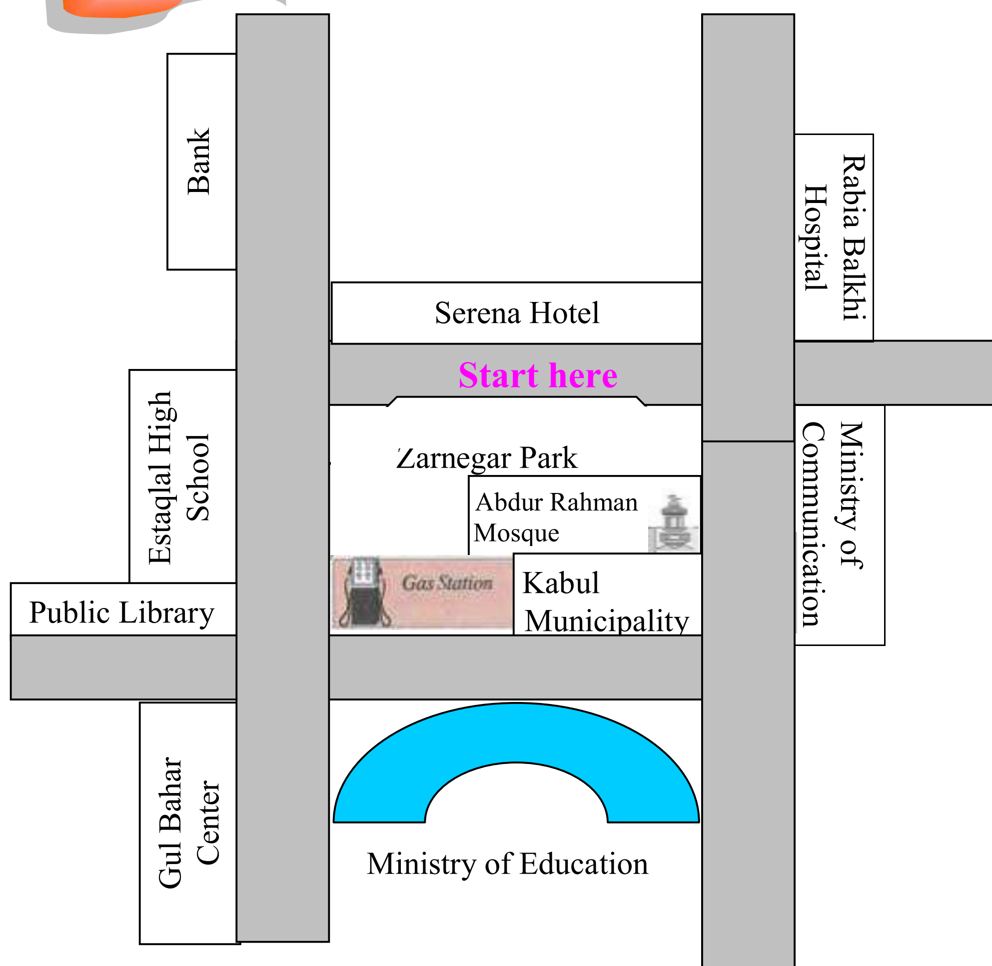


Secretary: Estaqlal Hospital. Can I help you?
Mr. Hashim: Yes, can you tell me the way to your hospital?
Secretary: Certainly. Where are you now?
Mr. Hashim: I'm on Dar ul Aman Road near the Habibia High School.
Secretary: The hospital isn't very far. Just go straight ahead Dar ul Aman road to Estaqlal bus station, the hospital is on the right.
Mr. Hashim: Thanks.

B. Is it important to give clear directions? Why?

Grammar

Preposition of place		
Where are you now?	I'm on Dar ul Aman Road near Habibia High School.	**past** **near** **under** **over** **in front of**
Can you tell me the way ……………….?	Go straight ahead **on** this road. Turn left **on** University Road. Go **past** the Arian wedding hall. Turn right **on** Park Road.	



A. Look at the above map and complete the sentences.

1. A: Excuse me, is there a mosque __________the Ministry of Communication?
   B: Yes, there is one___________ the Ministry.
2. A: Excuse me, could you tell me how to get to the library?
   B: Certainly. If you are next to the Ministry of Communication, go _________ to the Serena Hotel then turn left and go ________ ahead to the Malek Asghar intersection, you will see the library on the right.

B. In pairs: Choose a location on the above map. Ask your partner how to get there. Your partner will give you directions. Use prepositions of place.

Listening

A. A Police officer is giving people directions. Listen to your teacher and match the questions to answers.

Excuse me, how far is the Serena Hotel; from here?

Could you tell me where the bus stop is?

Excuse me, where is the Bank?

It is around the corner. Just turn right on Forooshga Street and you will see it.

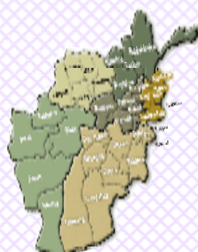
You are standing in front of it.

It is about five minutes away. Go straight ahead to the bank street then turn right and walk to the end of the block it is on the left.

Reading

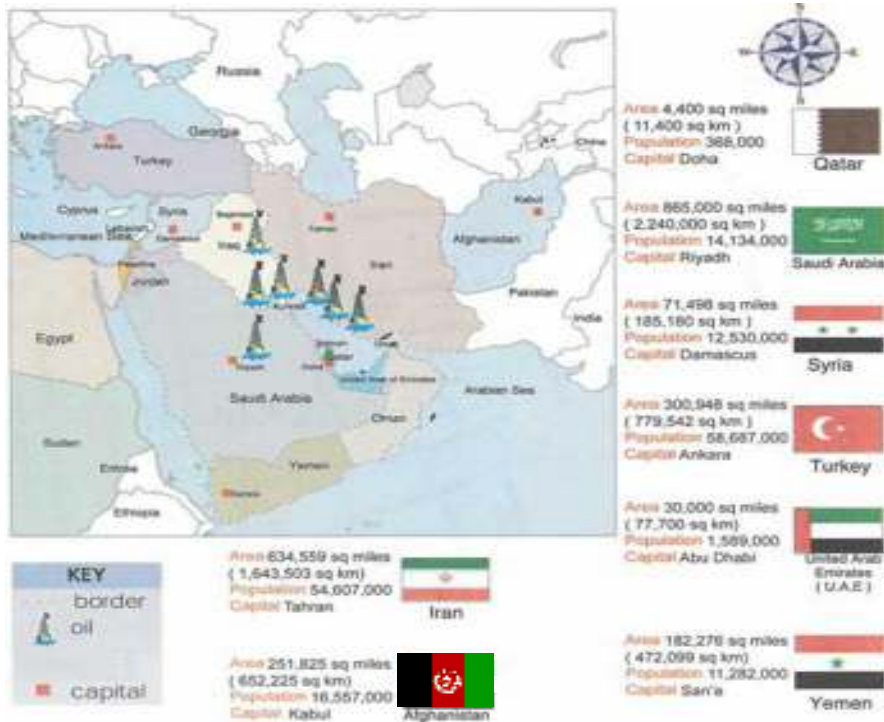
A. – In which subjects do you use maps?
– What do you use maps for? Why?

Map Reading



What are maps? Let us draw a very simple map to find out what it is. Take a piece of plain paper. Put your hand on it. Then with a pencil draw around your fingers and thumb. Make sure that you outlined each one carefully. Remove your hand from the paper. Mark your finger nails and knuckles. Now you have a "map" of your hand.
There are different kinds of maps: like the world map, city map, road map, street and house maps. We use directions on a map to show us places. The main directions are east, west, north and south. A compass is used to see the directions.
Maps also show size, climate and physical features such as rivers, mountains and deserts of a country. Signs or symbols are used to show things on a map. Symbols replace words by pictures to make the map easier to understand. These symbols are shown in a small box called the "key" or "legend" given on the side of a map.
Now, let's look at the map of our Country Afghanistan. What does it tell us? It shows that it is located at the south of Asia. It has lots of mountains and two famous rivers "Amu and Helmand". The region is important because it has large reserves of mines, oil and natural gas.

B. First read the map carefully. Then read the questions and answer them.



1. What does the map "key" tell us?
   - a. The names of countries.
   - b. The meanings of the symbols on the map.
   - c. The color of flags.
2. What does the "compass rose" in the upper right corner tell you?
   - a. Time.
   - b. Distance.
   - c. Direction.
3. Can you name three countries that have oil?

   ____

4. Which countries are in north of Afghanistan?

   ____

5. What is the capital of Uzbekistan?

   ____

6. Which country covers a large area, Afghanistan or Tajikistan?

   ____

Vocabulary

Match each shape in column A with its name in column B. Then add two more shapes to the list.

A	B	A	B	A	B
(square)	circle	(diamond)	triangle		________
(circle)	square	(triangle)	lozenge		________

Conversation

A. Read and practice.

Practice the following conversation with your partner



Instructor: Khalid, is this the first time you are taking driving lessons?

Khalid: Yes, I'm very excited about it.

Instructor: Good. Buckle up! Remember to look at the road signs carefully. You must keep them in mind while driving.

Khalid: Sure I will.

Instructor: Look! There is a road sign. It's a white circle with a black arrow pointing to the left. What does it mean?

Khalid: It shows you can turn left.

Instructor: What about that triangle at the end of the road?

Khalid: Oh, that's a danger sign.

B. Do you follow rules while driving? Why is it important to follow rules?

Grammar

Imperative

Affirmative	Negative
Buckle up!	
Go straight ahead.	**Don't** go straight.
Cross the road.	**Don't** cross the road.
Turn left at the corner.	**Don't** turn left at the corner.

A. Look at these road signs; write down the instructions.



1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

B. Do you know any other signs? Draw one.

C. In pairs: Show the sign to your partner and let him/her tell you what it means.

Writing

A. Read the paragraph and write the name of the building on the lines.



1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

I live on Shoora Street. My friends usually come to my house through Kart e Se Road. If you go south towards Shoora Street, you will see a Bank on your left. Near the bank there are many shops. I go there for shopping everyday. At the corner of Kart e Se and Shoora Street there is a Drug store which is open all day. If you turn left on Shoora Street, you will reach to a restaurant. Near the restaurant there is a police station. My house is beside the police station.

B. Draw a map of your street on your notebooks. Choose a place on the map and write a paragraph giving directions to it.

Phonics

Short "a" as in cap   Short "u" as in cup

A. Listen to your teacher while he/ she is reading the following words and repeat.

1.	cap	cup
2.	hat	hut
3.	bag	bug
4.	ran	run
5.	pan	pun
6.	cat	cut

B. Short u sound is also written as:
ou (country – double – trouble – cousin).
O (come – some – glove – cover).

B. Read the paragraph. Write the words with short (a) and Short (u) in the table below.

I have a lot of fun with my two younger brothers and my cousins in the club. They have one boxing class a week and my cousin always forgets his boxing gloves. The instructor makes him jump a hundred times as a punishment.

Short (a)	Short (u)

Grammar Summary

Affirmative	Negative	
Slow down.	Don't	slow down.
Look out!		look out!
Turn left.		turn left.
Study hard.		study hard.

Preposition of Place
past near ahead beside under over in on between next to

Complete the instructions below with the verbs. Use don't + verb where necessary.

1. ____________ out of the window. 2. ____________ aloud.

3. ____________ late. 4. ____________ the sentences on the board.

4. ____________ to the news. 6. ____________ in the class.

7. ____________ fast. 8. ____________ two kilos of meat.

Listening

Someone wants to go from Froshga to Kabul zoo. Listen to your teacher while directing the person and draw the way he/she says.

Speaking

In pairs: Your Sport Club is planning a walk across the city from Kabul University to Amani High School. Choose the way you want to get there. Draw your map on your notebook and specify your route with a pencil. Do not show your map to your partner. Take turns describing your route to your partner. He/She will follow your directions on the map. If he/she gets lost, try again.

Vocabulary

Unit 9

Nouns
Arrow
Box
Climate
Compass
Danger
Direction
Finger
Heart
Instruction
Intersection
Key
Knuckle
Left
Legend
Mind
Mine
Ministry of communication
Point
Punishment
Rule
Side
Sign
Square
Symbol
Thumb
Triangle
Lozenge

Verbs
Enter
Jump
Mind
Point
Replace
Reserve
Rule
Sign
Understand

Adjectives
Clear
Excited
Physical
Plain
Simple

Adverb
Ahead

Unit 10

Memories

In this unit, you are going to:

- talk about past events and experiences.
- describe people's characters.
- listen to someone describing others.
- read about a special memory.
- write a paragraph about a special memory.



Discussion

- **Which of these do you remember?**

- Your first friend. **- Your first teacher.**
- Your first cooking. **- Your first bicycle/toy.**

Conversation

A. Read and practice.
Listen to your teacher while reading the conversation and practice it with your partner.



Nadia: Shamsia, meet Sara my first friend ever.
Shamsia: Hi, Sara. When did you meet Nadia?
Sara: I met her at the Primary school. We went to school together.
Nadia: Do you remember our first day at school?
Sara: Uh-huh, it's a fond memory I have.
Shamsia: Tell me about it.
Nadia: Our moms were good friends. They took us to school and introduced us there.
Sara: Nadia was a shy, well behaved, seven years old.
Nadia: And you were a happy and friendly little girl. When our moms slipped out of the room, I felt very sad.
Sara: I did, too. Then we ran behind our moms and cried loudly, Ma-Ma

B. Is it important to have friends? Why?

C. List four words that describe Nadia and Sara.

____________________ ____________________
____________________ ____________________

Grammar

Past Tense		Regular verbs	
- When did you meet Nadia? - What was she like? - When did you go to club? - Did you do anything special? - Where did you study for the exam?	- I met her at the primary school. - She was shy and well behaved. - I went two years ago. - Yes, we did. We went on a school trip yesterday. - I studied in the library.	slip study work	slipped studied worked
		Irregular verbs	
		do go have meet see teach	did went had met saw taught

A. Complete the conversations. Then practice with a partner.

A: When _______ you __________ (meet) Hassan?

B: I _______ him last week. He is a shy person.

A: _______ you _______ (do) anything special last weekend?

B: Yes, I _______ (go) for a picnic and met many of my friends.

A: How _______ you _______ (pass) this difficult exam?

B: A clever friend _______ (help) me study.

B. In groups: - Talk about your first day at school. Ask questions and give true answers.

- How old were you?
- Which school did you go to?
- What was your teacher like?
- What did you do?

Say who had the funniest experience in your group and why?

Vocabulary

A. Look at the pictures. Read the adjectives. Can you think of three more character adjectives that describe people? Write them on the lines below.



friendly **happy** **talkative** **shy** **naughty**

B. Choose at least three adjectives to describe a friend.

My friend is _______________, _______________, and _______________.

Listening

- Listen to your classmates talking about his/her friends. Tick the adjective used to describe each student.

Name / Adjective	shy	happy	talkative	naughty
Nasrin				
Nadira				
Rashid				
Noor Ahmad				

Reading

A. Do you remember a special moment in your childhood?

B. Read the title and the first two sentences. What do you think this reading is about?

- A sad memory.
- A story in the past.
- An unforgettable memory.



A memorable day

One of my happiest memories is the first day in secondary school in UK. I was fourteen years old when my family moved to UK. I liked life in the United Kingdom and got used to it easily. However, I was always proud of living in my own country. One day, the school took us on a field trip to the museum. The museum was full of interesting things to see. I listened carefully to what the teacher had to say about the museum. Our teacher told us that the flag of every country in the world hangs in this hall. Hurriedly my eyes searched for the Afghanistan flag.

I felt proud of my national flag. My teacher and classmates were touched by my patriotism. I wanted to get home and tell my family about the museum. We spent the rest of the day telling everyone how wonderful it was to visit the museum and interesting places. How nice is for a child to love his country and be proud of it. It was a memorable day indeed.

B. What does each underlined word mean? Read each word in the context then circle the right answer.

1. Line 4: “proud” means

a. to be unhappy and sad. b. to behave very badly.

c. to be pleased by something that belongs to you.

2. Line **8**: "museum" means

a. a building where ancient objects are kept. b. places teachers can go to.

c. place you can buy things.

D. Read each question, then circle the right answer:

1. Where did the writer live before he moves to UK?

a. India b. Afghanistan c. United States of America

2. What is the main idea of this reading?

a. an unforgettable childhood memory. b. going to school in another country.

c. A child's love for his/her country.

Conversation

A. Read and practice .

Listen to your teacher while reading the conversation and practice it with your partner.



Hatam: Dad, my uncle sent this old photo album for you yesterday.
Dad: Let's look at the pictures.
Hatam: Where is this? Where are you here?
Dad: That is me with your uncles in front of Ghazi Stadium in Kabul. We used to spend a week in Kabul every summer.
Hatam: Did you enjoy yourselves?
Dad: It was great!
Hatam: How did you spend your time?
Dad: We used to get up early in the morning to pray in Edga Mosque. Then we would have a big breakfast. Our mom used to make the most delicious "Hamlet, cheese and cream" for us.
Hatam: Sounds like fun.

B. Do you collect little things that remind you of special moments? Why?

Grammar

Direct Object	
Mom **cooked bread.** (V) (O) We all **ate it**. (V) (O) Uncle **sent this album**. (V) (O) He gave me a pen.	(bread – it – album – pen) are all direct objects. **(O)** The object which comes after the verb is called direct object. **(V)**

A. Read the sentences. Then underline the verbs and circle the direct objects.

1. Nasir collected stamps.
2. He bought a new album.
3. He put the stamps in it.
4. He took the album to school.
5. He showed it to his friends.

Direct and Indirect objects

Some verbs can take two objects: a direct object (D.O.) and an indirect object (I.O.)	
Hatam **gave the album** to **his father.** (V) (D.O.) (I.O.) Our mom **made bread** for **us.** (V) (D.O.) (I.O.) He **bought a nice notebook** for **me.** (V) (D.O.) (I.O.)	**Verbs that take indirect object: Two Objects:** Give buy show order pass send write make tell

B. Read the sentences. Then circle the direct object and put a line under the indirect object.

1. Popal painted a picture for her aunt.
2. He showed it to his father.
3. His father was happy. He sent it to his sister.
4. His aunt wrote a thank you note to them.
5. She also gave some money to Popal.
6. Popal bought an interesting book for himself.

C. Choose three verbs from the box above. Use them to tell your partner about something you remember.

Writing

A. Complete the chart with words from the list. Add one more word to each category. Then compare it with a partner.

summary vacations, paint, stamps, circus, football, park, mountain, bicycle, collect, swim, zoo, volleyball, running

Childhood memories

Places	Hobbies	Things
______	______	______
______	______	______
______	______	______
______	______	______
______	______	______

B. **In pairs: Use the word in the chart to talk about a childhood memory. Try to remember something special like " I went to …………… on holiday." not something routine like "I went shopping". It should be a time when you were scared, embarrassed, happy or sad.**

C. **Complete the chart below. Tell the story to your partner in three minutes. Be sure to say who, what, when and where.**

Event

………………………………

………………………………

………………………………

………………………………

………………………………

People

………………………………

………………………………

………………………………

………………………………

………………………………

Unforgettable memory

Place

………………………………

………………………………

………………………………

………………………………

………………………………

Things

………………………………

………………………………

………………………………

………………………………

………………………………

D. Write a paragraph about your special memory.

Phonics

Short **"u"** as in cup

Short **"o"** as in cot

A. Listen and repeat after your teacher.

1.	hut	hot
2.	bucks	box
3.	cluck	clock
4.	cup	cop
5.	jug	jog
6.	luck	lock

B.

Short o sound is also written as:
Wa _ **wa**sh, **wa**tch, **wa**llet, wasp, **wa**ffle, **wa**nd.

B. Read the paragraph and write the words with the short u and short o sounds in the table.

The clock struck ten and woke the baby up. I lifted him up from the cot and gave him a hug. Then I washed my hands and poured the milk from the jug into the cup. The baby refused to drink it because it was too hot. I left him to play with the toy pup while I cooled the milk. He was quiet and caused me no trouble.

Short u	Short o

Grammar Summary

Past Tense

Yes / No Questions

Did	I you we they he she it	**go** to school? **play**?

Yes,	I you we they he she it	did. (affirmative)
No,		didn't. (negative)

Wh / Questions

What	**did**	I you we they he she it	**give** the girls?
When			**write** the letter?
Where			**go** to**?**

I You We They He She It	**gave** them presents. **wrote** it last week. **went** to school.

Direct object

Subject	Verb	Direct Object
The girl	loved	**her country.**
We	passed	**the exam.**
They	gave	**him present.**

Indirect object

Subject	Verb	Direct Object	Indirect Object	
The students The girl/ boy I	gave told showed	postcards the story the picture	to	the principal. her parents. Saboor.

Circle the direct object and underline the indirect object in each sentence. Then write questions.

1. Taher showed his wedding picture to her cousins.
   ______________________________? (What)
2. I got some ice cream for the children last night.
   ______________________________? (When)
3. Bahara brought the newspaper to his father in the car.
   ______________________________? (Where)
4. I gave the money back to him.
   ______________________________? (Yes/No)
5. He did not send the box to Ali.
   ______________________________? (Yes/ No)

Listening and speaking

- Report what your friends say:

In groups: One student speaks about a special childhood memory. Other students listen to him/ her and take notes. Then the students say what he/she narrated.

Vocabulary

Unit 10

Nouns
Album
Character
Childhood
Moment
Photo
Primary/ school
Secondary/ school
Toy
Trouble
Wallet

Verbs
Cause
Cry
Find/ found
Introduce
Move
Narrate
Paint
Pass
Pour
Refuse
Rest
Scare
Search
Slip/ out
Strike/ struck

Pronouns
Anything
Everyone
Other

Adjectives
Hard
Memorable
Naughty
Quiet
Rest
Sad
Shy
Unforgettable
Wonderful

Adverbs
Friendly
Hurriedly
Loudly
Rest

Unit 11

At the Doctor's

In this unit, you are going to:

- **talk about illness and health problems.**
- **give advice.**
- **make appointments.**
- **listen to people talking about their illnesses.**
- **read someone's diary.**
- **write your diary.**



Discussion



- Do you know these places?
- Why do people go there?
- What is the difference between them?
- When was the last time you went to a hospital? Why?

Conversation

A. Read and practice.
Listen to your teacher while reading the conversation and practice it with your partner.

1. Receptionist: Ariana Hospital.
Husnia: Hello, I am Husnia. Can I make an appointment with Dr. Shams today?
Receptionist: When would you like to come?
Husnia: In the evening.
Receptionist: Can you come at five?
Husnia: That will be fine.



2. Dr. Shams: Hello, Ms. Husnia. What is the problem?
Husnia: I have a terrible sore throat. It really hurts me all the time.
Dr. Shams: Let me have a look. Your throat is infected. You should use these tablets three times a day and you shouldn't eat fried food. You'll feel better soon.
Husnia: Thank you, doctor.

B. Before going to the doctor, do you give charity to poor and ask Allah to cure you or do nothing?

Grammar

Should as Advice

Should	Shouldn't
You **should** stay at home.	You **shouldn't** eat fried food.
You **should** go to bed.	You **shouldn't** go to work.
You **should** eat your pills.	You **shouldn't** forget your pills.

A. Complete the conversation between Tahmena and her little brother Yousuf.

Tahmena: You ________________ eat chocolate. You must lose weight.

Yusof: I can't. I love chocolate. Maybe I ________________ eat too much.

Tahmena: You ________________ also exercise every morning.

Yusof: Exercise? You know I don't like to exercise.

Tahmena: But you like playing football, maybe you ________________ play it more often.

Yusof: You are right. I really should.

Tahmena: Last but not the least. You ________________ eat junk food.

Yusof: No way! I like hamburgers. You know something, maybe I ________________ diet, I like the way I am.

B. In pairs:

1. Look at the complaints. Then give advice using should/ shouldn't.



Example:

A: I have a bad headache.

B: You should drink lemon and honey.

C. Choose an illness, make an appointment with a receptionist using time expressions. The receptionist fills the cards. Exchange roles.

Illness: ________________	Illness: ________________
Doctor: ________________	Doctor: ________________
Date: ________________	Date: ________________
Time: ________________	Time: ________________

Vocabulary

A. Match the pictures with the words.

☐ chicken pox ☐ stomachache ☐ fever

☐ sunstroke ☐ cool ☐ swollen the ankle



He has a ___________.



He feels ___________.



He has got ___________.



He has ___________.



He has got a ___________.



He has a ___________.

C. In pairs: Choose an illness. Describe it to your partner (don't name it). Your partner guesses the illness and gives you an advice.

Listening

A. Listen to your classmates describing their health problems. Write each person's name with the problem and time.

Name	Problems	When

B. Compare your answers with a partner.

Reading

A. Do you write a diary?

B. Read Mariam's diary. What is the main idea? Choose the right answer.

- Mariam's week at home.
- Mariam's school day.
- Mariam's little brother.

June

15 Saturday
When I got up, I felt ill. I went back to bed. Mom called the doctor. But he couldn't come because he was busy.

16 Sunday
The doctor came at 11 o'clock. He said I had the flu. He wrote a prescription. Dad went to the pharmacy and got the medicine. It tasted horrible.

17 Monday
Dad bought me some really nice flowers. I put them in a vase but my little brother broke the vase and cut himself. Mom took him to the hospital. I took my medicine again.

18 Tuesday
Waleed got out of the hospital. Mom and dad were very worried about my brother. What about me!

19 Wednesday
I felt better. I could get up. Grandmother came in with a box of chocolate. I love chocolate.

20 Thursday
The weekend!!
I can go back to school on Saturday.
I am very happy.

C. Name the day.

- Mariam didn't go to school. ______________________
- Mariam felt that her parents cared more for her brother. ___________
- Mariam was happy to go to school. ______________________
- Mariam's father brought her flowers. ______________________
- Waleed hurt himself. ______________________
- Mariam got a box of chocolate. ______________________

D. Match the words to their meanings.

1. pharmacy - a written instruction by the doctor for medicine.
2. prescription - something for keeping flowers.
3. a vase - a place where you buy medicine.

Conversation

A. Read and practice.

Listen to your teacher while reading the conversation and practice it with your partner.



Principal: Why were you absent last week?
Waleed: I was ill.
Principal: What was wrong?
Waleed: My ankle was swollen. I fell off my bike.
Principal: What did you do?
Waleed: I saw a doctor. He bandaged my ankle and asked me to stay in bed.
Principle: Did you follow his advice?
Waleed: Yes, I did.
Principal: How does it feel now?
Waleed: It's much better, thank you. Here is a letter of excuse from my father.

B. How do you catch up with your lessons when you are absent?

Grammar

Questions with the Past Tense of "Be"	
Where **were** you last week?	I **was** at home.
What **was** wrong with your ankle?	My ankle **was** swollen.
Were Laila and Noor in the dispensary at 2:30p.m.?	Yes, they **were**.
	No, they **weren't**.
Was Mariam at clinic yesterday?	Yes, she **was**.
	No, she **wasn't**.

A. Complete the conversation with the past tense of "Be".

A: Why ______ you late for the class?
B: Sorry, I _______ at the school clinic.
A: _________ Salem with you?
B: No, he _______.
A: __________ you at the dispensary?
B: Yes, I ___________.
A: ________ Shamsia and Nadera there?
B: Yes, they ___________.

B. Look at the illness in the vocabulary section in lesson two of this unit.

1. Think about the last time you had any of the illness. Where were you? Was it very painful? Did you go to the doctor? Was the medicine good?
2. Your partner tries to guess the illness by asking questions about what happened to you. Every time he/ she names the illness, he/she wins a point.

Writing

A. 1. Imagine you were ill last week. What was the matter?
2. Write your diary for the week.

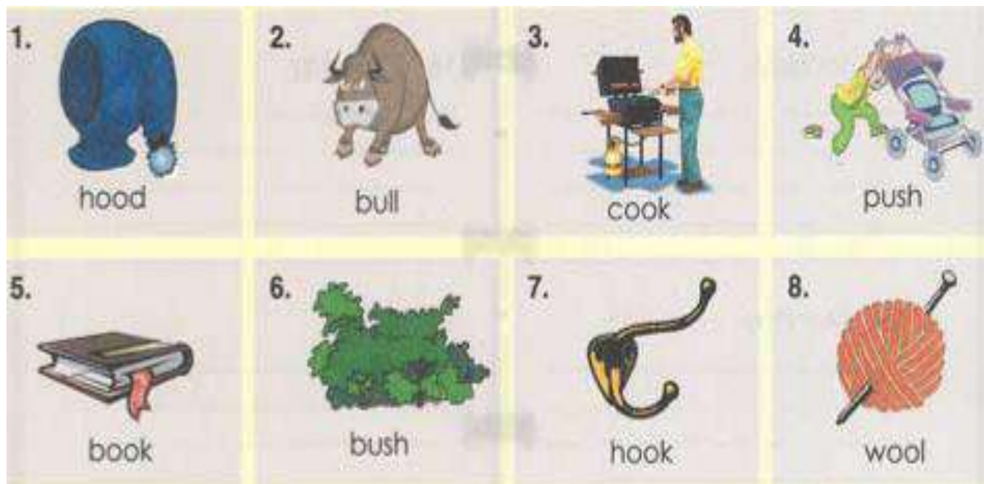


B. Choose one day from your diary and write a paragraph about it in your notebook.

Phonics
Bull / took.
A.

This sound is written as **u / oo**
U: pull – full – put.
oo: wood – book – foot.

B. Look at the pictures and repeat the words after your teacher.



C. Read the paragraph, and then underline the words that have the same sound as in took and bull.

Last night I asked my mother if I could cook dinner. So I took my sister's cooking book. I got a chair and stood on it and pulled the apron off the hook. I cut, rolled and baked, but no one enjoyed my food. I don't blame them because it was full of salt. My father looked at me and smiled and then I understood that it's all right to try and fail.



Grammar Summary

Past Tense of Be (was / were) Yes / No Questions			
Was	I	at the dispensary	yesterday?
	he		last week?
	she		an hour ago?
	it		
Were	we		
	you		
	they		

Short Answers		
Yes,	I	**was.**
	he	
No,	she	**wasn't.**
	it	
Yes,	we	**were.**
	you	
No,	they	**weren't.**

Wh – Questions		
What	**was**	the matter?
Why		she in the hospital?
Where	**were**	you last week?
How many people		in the clinic?

Giving Advise		
He / She / It	**should**	see a doctor.
We / You / They	**shouldn't**	take this medicine.

1. Complete the conversation. Use the past tense of the verbs in the box.

do – be – take – have

A: Sameera ____________ really ill last week.

B: Oh! What ____________ the matter with her?

A: She ____________ a backache and she couldn't leave home.

B: ____________ you visit her?

A: Yes, I did. And I ____________ some flowers for her. They ____________ beautiful.

2. In pairs:

Imagine you are Sameera.

Call the doctor's clinic, make an appointment. Your partner is the receptionist. He / She makes the appointment card.

Patient's name: ____________

Doctor: ___________________

Date: ____________________

Time:_____________________

Listening

Your teacher will name five kinds of vegetables and five fruits. Listen and write them in your notebooks as you hear.

Speaking

In pairs then in groups: Read the following words and discuss about advantages and disadvantages of them with your partner and in groups.

What is a healthy diet? Number these types of food in order.

1 = You should eat very little of this. You should eat a lot of this.

_______ Fats

_______ Meat and fish

_______ Vegetables

_______ Fruit

_______ eggs, milk, cheese

_______ Carbohydrates

Vocabulary

Unit 11

Nouns	Verbs	Adjectives
Advantage	Advise	Horrible
Advice	Blame	Worried
Ankle	Break/ broke	
Appointment	Fail	
Apron	Hurt	
Bandage	Infect	
Bush	Swell	
Carbohydrate		
Charity		
Chicken pox		
Complaint		
Diary		
Diet		
Discussion		
Disadvantage		
Dispensary		
Throat		
Tablets		
Flu		
Junk food		
Honey		
Hook		
Pill		
Prescription		
Salt		
Sunstroke		
Wool		

Unit 12

Review

Vocabulary

In pairs: Write down two

- Parts of the body that can swell. ____________ ____________
- Character adjectives. ____________ ____________
- Shapes. ____________ ____________
- Road signs. ____________ ____________
- Medicines. ____________ ____________

Listening

Listen to your teacher while reading the conversation and decide which person is speaking. Then put them in order.

(________) Did you lift anything heavy?
(________) Thank you doctor.
(________) I have a terrible backache.
(________) What is the problem?
(________) I see. Let me take a look at your back.
(________) Take a hot bath and have these painkillers twice a day. You should stay in bed for the next two days.
(________) No, but I moved our living room sofa.

Speaking

A bad memory from school

In pairs:

Think of something bad that happened to you or to someone else at school. Your story must be about something specific that happened on a particular day at school with particular people. Fill in the chart below to help you remember the story.

My story
Time:
Place:
People:
Thing that happened:

2. Student 1: tells his / her story.
Student 2: Draws the story.
Exchange roles

My drawing for my partner's story

Time:

Place:

People:

Thing that happened:

3. After you both tell your stories, use your drawings to help retell your partner's story to him / her. If you forget any important part, your partner will help you. You can add it to your drawings if you want.

Listening

Listen to your teacher while reading the following paragraphs and match the paragraphs to the correct pictures.

I think people might live longer than that in the future because medicine has improved and continues to improve.





Athletes are getting stronger because they know how to train better because they eat healthier food. I think athletes might continue to break speed records forever.

Heart disease might not kill as many people in the future because many people exercise more and give up smoking. In fact, many diseases may disappear completely if this trend continues.





Clean drinking water for everyone! That would be fantastic. But I don't think it will be ever provided. It might happen, but it might not because we are not doing enough to protect our environment now.

Speaking

In pairs: Play a role of a doctor and a patient. Ask questions about health problems and answer them.

Reading

A. Read the following paragraph.

How can you keep your teeth healthy?

If you want to have your teeth strong and healthy, you should observe the following instructions.



What you can do every day

1 – You should brush your teeth at least twice a day for two minutes with a good toothbrush and toothpaste. You should brush them after every meal. If you don't brush your teeth regularly, you may get small holes in your teeth called cavities, which are often very painful.



2 – Brushing alone is not enough. After brushing, use dental floss to remove the food between your teeth and your gums. Your gums hold your teeth and it is important for them to be healthier too.



3 - Eat a balanced diet and don't eat too many sweets.

4 - Protect your teeth from accidents. Wear a seatbelt when you are in a car or wear helmet while riding a bicycle. If you play dangerous sports, use a mouth guard.

5 – Finally, see your dentist regularly and do not wait until you have a toothache.



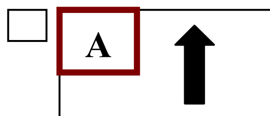


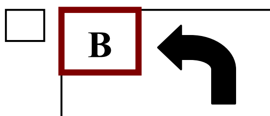
B. Answer the following questions.

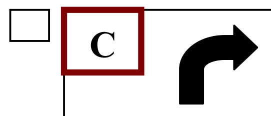
1. How many times should we brush our teeth a day?
2. When someone's teeth get cavities what should he / she do?
3. Is brushing alone enough?
4. How often do you brush your teeth?
5. What makes our teeth painful and rotten?

Vocabulary

Match the directions with the pictures.







1. Turn left.
2. Go straight ahead.
3. Turn right at the traffic light.

Listening

Listen to your classmates talking about coming to their school and changing their directions in different roads. As they are talking, write the names of the ways they are going on.

Speaking

A. In groups: One of your friends wants to visit you at your house. In turns give him / her directions on how to get to your house.

e.g. Student A: Get on Kar Te Se bus. Get off the bus at the Shora bus station. Go straight on Shora road. Turn right into Faiz Mohammd Kateb University Street. Then turn left. My house is on the corner of Faiz Mohammad Kateb University Street and Park Street.

B. In your notebooks write down the direction from your school to your house.

Speaking

A. In pair: What does this poem mean? Discuss with your partner.

Red light

Red light red light What do you say?
I say stop and stop right away.
Yellow light yellow light What do you say?
I say start And start right away.
Green light green light What do you say?
I say go and go right away.
Thank you thank you Red, yellow and green
Now I know what traffic light means?

B. Is it important to obey the traffic lights? Why?

Writing

Verb	Direct object	Indirect object
write	news	class
give	salt	sister
tell	map	baby
lend	bottle	friend
show	letter	brother
Pass	money	everyone

A. Make six sentences in the past tense using the words in the table.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

Conversation

Omar is taking an appointment for a dental checkup. Look at the appointment card to help you complete the conversation.

Doctor's name: Tariq Nasir.	Date: Wednesday 28th December.
Patient's name: Omar Arezoo.	Time: 5:00 p.m.

Nurse: Dr. Tariq's clinic. May I help you?
Patient: ____________________
Nurse: Are you a new patient?
Patient: ____________________
Nurse: Your name please?
Patient: ____________________
Nurse: ____________________
Patient: Afternoon is the best for me.
Nurse: ____________________
Patient: That'll be fine.
Nurse: Good, we'll be expecting you then.
Patient: ____________________

Vocabulary

Unit 12

Nouns	Verbs	Adjectives
Accident	Disappear	Alone
Athlete	Lift	Permanent
Cavity	Lose	Rotten
Dentist	Obey	Smooth
Dental floss	Record	Specific
Environment	Train	Strong
Hole		
Meal		
Mouth guard		
Pain		
Record		
Seatbelt		
Smoking		
Sofa		
Teenager		
Toothbrush		
Toothpaste		
Train		
Wisdom		

Unit 13

Cities and Places

In this unit, you are going to:

- **describe cities and places.**
- **make comparisons.**
- **read about famous cities.**
- **listen to a comparison of two cities.**
- **write a paragraph about a city.**





Unit 13

Lesson 1

Discussion

- **Do you live in a village, a town or a city?**
- **What is it like?**
- **Is it noisy, quiet, modern or old?**

Conversation

A. Read and practice.
Practice the following conversation with your partner.

Nadia: Welcome back, Aziza. What's Bamyan like?

Aziza: It's a really beautiful city, it is very different from Kabul. It is smaller and quieter.

Nadia: Isn't it cooler as well?

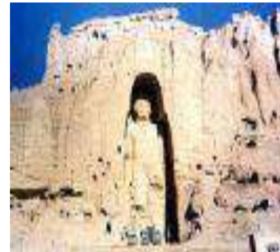
Aziza: Yes, that's because it's in the mountains.

Nadia: What's there to do and see?

Aziza: A lot. There's Amir Dam (Band Amir) and the big Buddah Statue.

Nadia: And what about sight seeing?

Aziza: If you want to see the most beautiful and interesting sight, you can go to Amir Dam.



Buddah Statue



Amir Dam

Nadia: How about the shopping?

Aziza: There aren't modern shops or stores but you can find many handicrafts which are made of silver and also you can find traditional clothes of the Bamyan people.

Aziza: That is great! I wish I could go there.

B. Why do most people think their country is the best in the world?
C. Where do you live? What is it like?

Grammar

Comparative form of short adjectives	Adjective	Comparative form
- Bamyan is **colder than** Kandahar. - The desert is **hotter than** the mountain. - Ghazni is **wider than** Yakoulang. - The weather in the village is **healthier than** the city.	cold hot wide healthy	colder **than** hotter **than** wider **than** healthi**er than**

Comparative forms with irregular adjectives		
In Bamyan, sightseeing is better than shopping. Winters in Ghazni are worse than winters in Kabul. Herat is farther than Jalalabad.	good bad far	**better than** **worse than** **farther than**

A. Complete the conversation with correct comparative forms of adjectives given in the box. Use "than" where necessary.

Small – quiet – cheap – far – easy

Nafisa: Are you going to Bamyan again this summer?
Aziza: No, we are going to Badakhshan.
Nafisa: What is Badakhshan like?
Aziza: It's _________ Bamyan. It is also _________.
Nafisa: Aren't the Hotels _________?
Aziza: No, they aren't. But they are _________ to find.
The tickets are more expensive because Badakhshan is _________ from Bamyan.

B. In pairs: Use the adjectives your teacher writes on the board to compare different items.

Vocabulary

- Which adjective doesn't go with the noun?

1. city	**hot**	**crowded**	**happy**	**quiet**
2. mountain	**high**	**noisy**	**green**	**Big**
3. person	**wide**	**young**	**beautiful**	**well – behaved**
4. building	**small**	**clean**	**naughty**	**modern**

Reading

A. What cities are famous in your country? Why?
B. Read about some famous cities.

Mazari Sharif

Mazari Sharif is the fourth largest city of Afghanistan, with a population of 300,600 people (2006 estimated). It is the capital of Balkh province and is linked by roads to Kabul in the south-east, Herat to the west and Uzbekistan to the north.



Mazari Sharif means "Noble Shrine". It is the large, blue-tiled shrine and mosque in the center of the city known as the Shrine of Hazrat Ali or the *Blue Mosque*. Some Muslims believe that the site of the tomb is attributed to Hazrat Ali Ibn e Abi Talib, the cousin and son-in-law of Prophet Muhammad (PBUH), by some reasons.



Tourists are not only coming from all parts of the country to this city, but from different countries of the world as well. The city is also very famous for its archeological sites, which represent the high level civilization of the people of Afghanistan.



Makkah Mukarramah





Makkah Muhkarramah, the most beautiful and prosperous city of Saudi Arbia, is the holiest city for the Muslims around the world. It is the sign of the unity of Islamic Ummah.

In the city, there is Bytullah (the House of Allah) the most sacred place, where the Muslims walk around it for seven turns to make their Tawwaf. Tawwaf is performed for making Hajj Umrah and also for earning sawab "spiritual reward". It had been built by prophet Ibrahim and his son Prophet Ismaiel (Alihim Salam).

The city of Makkah Mukarramah has been expanded several times, during the Islamic history by Muslim rulers. Nowadays it is the most modern city of the world, with a population of 1,7 million (2008). The city is located 73 km inland from Jeddah, in a narrow valley, about 277 m above sea level.

C. Complete the chart with information about each city.

Where is the city?	How many people live there?	What is it like?	What can visitors do there?

Listening

A. Listen to your classmates describing their cities and complete the table.

Where is it?	How are the people?	What is it like?	What can visitors do there?

B. Which place would you like to go? Why?

Conversation

A. Read and practice.
Practice the following conversation with your partner.



Yunos: Dad, which airport is bigger, Kabul or Mazar e Sharif?
Father: Kabul Airport is bigger. It's also more modern. It was built in 1960s.
Yunos: But is it as busy as Mazar e Sharif Airport?
Father: Well, I think Kabul Airport is busier especially during the Hajj. It is also an International Airport.
Yunos: Ok dad, one more question. How are the airlines?
Father: But why are you asking all these questions?
Yunos: They are for my homework.
Father: Next time search the books.



B. Do you think having an airport is important for a city? Why?

Grammar

Comparative forms of longer adjectives		
Kabul Airport is **more** modern **than** Jalalabad Airport. Our new house is **more** beautiful **than** the old one. Our new English book is more interesting than the old one.	modern beautiful interesting	**more modern** **more beautiful** **more interesting**
An airport is **less** interesting **than** a museum. She cooks more delicious food than me. Our old English book is less interesting than the new one.	interesting delicious difficult	**less interesting** **more delicious** **less interesting**

Comparison of equality + adjective + as ……….
My new apartment is as big as the old one. Jalalabad airport is not as busy as Kabul International Airport. Our old English book is not as good as the new one. Tahir is as tall as Nawab.

A. Complete the paragraph with the correct form of the given adjectives.

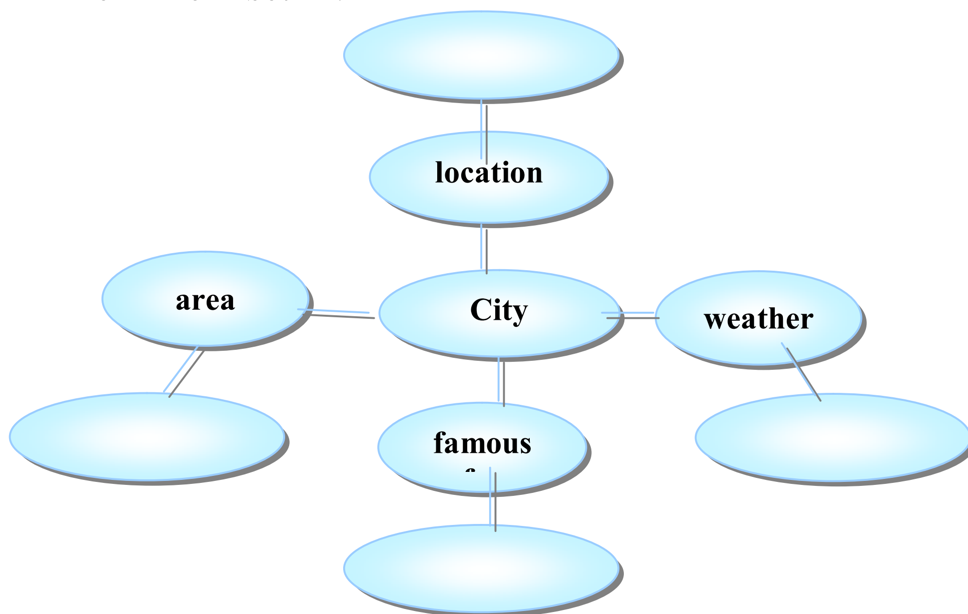




Circuses and funfairs are two places where families go for fun. Circuses are as ____________ ____________ (interesting) funfairs. Some parents prefer circuses because they are ____________ ____________ (safe) funfairs. Circuses are ____________ (small) and kids stay in one place. Clowns also make circuses fun. Each time they try to be ______________ (funny). Parents don't like to go to funfairs because they are __________ ____________ (expensive). Their kids have to pay for each ride.

Writing

A. Choose a city you wish to visit. Fill in your graphic organizer with information about it.



B. Use comparative forms to write a paragraph about the city you choose and the city you live in.

Phonics

A. Long a as in cake / eight.

Long **a** is also written as:

a + e	**ta**l**e**, **ca**k**e**, **ma**d**e**, **ca**s**e**, fl**a**k**e**
ai	n**ai**l, t**ai**l, r**ai**n, p**ai**n, str**ai**ght, str**ai**t
ay	b**ay**, d**ay**, s**ay**, pr**ay**, m**ay**
eig	**eig**ht, f**eig**n, r**eig**n, w**eig**h

B. Listen to your teacher and repeat the words.





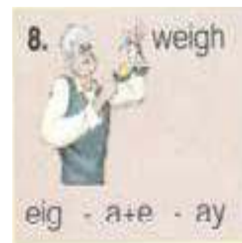












C. Read the following paragraph. Underline all the words with long (a) sound.

Last week, all eight members of my family agreed to go to Herat. I asked my father to go by plane; but he explained that traveling by car would be more enjoyable as it would probably rain on the way. Unfortunately, on Thursday, my mother woke up with a bad headache. She was in a lot of pain and had to stay in bed. All weekend, I was taking care of my mother and my two younger sisters.

Grammar Summary

Comparatives with short adjectives				
Ahmad	is	younger	than	his brother.
Kandahar		noisier hotter		Gardez.

Comparatives with long adjectives					
Reading	is	**more** **less**	useful interesting	**than**	watching TV.

Comparatives with irregular adjectives				
My new house	is	**better** **worse** **farther**	**than**	my old one.

Comparisons of equality as ....as						
A circus	**is**	______ **not**	**as**	**dangerous** **expensive**	**as**	**a funfair.**

A. Match the two parts of the rules for making comparatives. Give an example for each rule.

1. For longer adjective — a) change – y into ier + than.
2. For adjectives ending in – y — b) add – er + than.
3. For short adjectives. — c) change completely.
4. For irregular adjectives — d) use more or less + adjectives + than.

Speaking

In pairs: Discuss about the city you live in.

- **How is it like?**
- **How are the people?**
- **Is it modern or not? Describe it.**

Speaking

Read the passage then answer the questions below.

Traveling your Homeland

Most people like to spend their holidays abroad. They travel to countries in Europe, the Far East and Saudi Arabia for Hajj and Umrah (pilgrimages) …. etc. Traveling abroad is interesting and it increases your general knowledge. Yet, going around one's own country is improtant. There are many advantages in traveling in your country. It is usually less expensive as you don't have to pay airfare. Not only is the food better and tastier, but the people are also friendlier. Reading street signs and understanding directions given by people on the street is also as easier as everything in your native language. You also get to know your homeland better and this is a must. So the next time holidays come around, remember that the best vacation you may have in the country or in the cities like Makkah and Madinah.



1. Which sentence best describes the main idea?

a. It is more important to see other countries.
b. People should go sightseeing in their own countries.

2. Write the adjectives for the comparatives.

Tastier = ____________ better = __________ friendlier = __________

3. Match the words to their meanings.

a. abroad	- your own country
b. discover	- good things
c. homeland	- a foreign country
d. advantages	- one's own language
e. native language	- find out

4. Give two advantages for traveling in your country.

5. Which do you prefer: traveling abroad or going sightseeing in your own country? Why?

Vocabulary

Unit 13

Nouns
Archeological
Attraction
Century
Clown
Cosmopolitan
Dam
Discovery
Expansion
Fare
Handicraft
Homeland
Infrastructure
Knowledge
Pilgrimage
Population
Reference
Religion
Sanctuary
Scenery
Sightseeing
Silver
Son in law
Tomb

Verbs
Attribute
Believe
Discover
Estimate
Explain
Increase
Lead
Link
Proclaim
Remain

Comparative Adjectives
Better
Bigger
Busier
Colder
Cooler
Easier
Farther
Friendlier
Healthier
Hotter
Noisier
Quieter
Smaller
Stronger
Tastier
Wider
Worse
Younger

Adjectives
General
Major
Narrow

Adverb
Abroad

Unit 14

Do you know?

In this unit, you are going to:

- **talk about world records.**
- **learn comparative adjectives.**
- **talk about distance and measurement.**
- **listen for information about world records.**
- **read about the biggest mall in the world.**
- **write a descriptive paragraph about a mosque.**









Discussion






most expensive painting   largest animal   tallest man   fastest animal

- **Where can you find the world records?**
- **Do you know about any other world records?**

Conversation

A. Read and practice.
Practice the following conversation with your partner.

Laila: Did you know that the blue whale is the biggest animal in the world?

Mursal: Really? Is it bigger than the African elephant?

Laila: Of course! Can you tell me which is the fastest animal?

Mursal: Is it the deer?

Laila: No, it's the cheetah. How tall is the tallest man in the world? Can you guess?

Mursal: I don't know. You tell me.

Laila: He is 235 cm tall; and do you know that the most expensive painting was sold for 104 million dollars!

Mursal: Wow! Where did you get all the information from?

Laila: I'm reading a book of world records.

B. - What kind of books do you read?
- Why is reading good for you?

Unit 14 Lesson 1

Grammar

Superlatives of adjectives			
	Adjectives	**Comparative**	**Superlative**
The tallest man in the world is 235 cm. **The most expensive** painting was 104 million dollars. **The most dangerous** fish is the piranha. Her project was **the best** one in the class.	tall noisy	taller **than** noisier **than**	**the tallest** **the noisiest**
	expensive	**more** expensive **than** **less** expensive **than**	**the most** expensive **the least** expensive
	dangerous	**more** dangerous **than** **less** dangerous **than**	**the most** dangerous **the least** dangerous
	good bad far	better **than** worse **than** farther **than**	**the best** **the worst** **the farthest**

A. Complete these sentences. Use the comparative or superlative forms of adjectives in the box.

Small- crowded -funny - difficult - high – famous – interesting

1. Kabul has ____________________________________ restaurants in the city. It's always easy to find empty tables.
2. ____________________________________ language in the world is Russian. It takes along time to be learned.
3. The humming bird is ____________________________________ bird in the world. It weighs less than two grams.
4. Few people know Bertrand Russel. He is ________________________ of the English writers.
5. This is ____________________________________ story I've ever read. I didn't even finish it.
6. This is ____________________________________ joke I've ever read.
7. Mount Everest is ____________________________________ mountain in the world.

B. Make as many sentences as you can to describe the people/ things below using the superlative forms of adjectives.

- snake - elephant - gold
- Fahim - Sadiq - Shogofa

C. In pairs: Compare your sentences.

Vocabulary

A. Look at the pictures and fill in the table with names of the places that match the adjectives.



300 m
1889
Eiffel Tower
Paris, France



63 m
1784
Jam Minaret
Ghoar, Afghanistan



452 m
1996
PETRONAS Tower
Kuala Lumpur, Malaysia

oldest	
most famous	
newest	
highest/ tallest	
largest/ biggest	

B. Which place would you like to visit? Why?

Listening

A. What is the correct answer? Can you guess?
Listen to your teacher while reading the sentences and find the correct answer.

1. Which one is the largest continent in the world?
a. Africa. b. Asia. c. America.
2. Which one is the biggest animal?
a. tiger. b. elephant. c. lion.
3. Which one is the biggest province in Afghanistan?
a. Herat. b. Helmand. c. Kabul.
4. Which one is the largest river in the world?
a. The Amazon. b. The Mississippi. c. The Nile.
5. Which one is the oldest province in Afghanistan?
a. Bamyan. b. Ghazni. c. Herat. d. Balkh

Reading

A. What is the name of the largest mall in your country?

B. Read the title and the first two lines. What is the passage about?

West Edmonton Mall





Why is West Edmonton Mall considered the eighth wonder of the world? How is it different from other shopping malls? Where is this amazing place? Why is it titled in the book of records?

West Edmonton Mall is located in Edmonton Alberta Canada. It is the world's largest shopping and entertainment center. The mall covers an area of 48 city blocks and was built with a cost of 1.2 billion Canadian Dollars.

Unlike other shopping centers, it has the largest indoor amusement park and a sky ceiling that changes from dawn to dusk. It has 800 stores and services; more than 110 eateries; a world class hotel and special attractions for tourists. There are 58 entrances and an unusual large parking area for 20,000 vehicles. Besides, there is a 100,000 – square – foot recreation room. Fountains, light fixtures, aquariums and water parks give this mall an exclusive look.

West Edmonton Mall was such a huge complex that it was built in four phases beginning in 1981. Each phase highlighted special features. It is not surprising that West Edmonton Mall holds world records for having the largest shops, parking lot, indoor wave pool, indoor amusement park and indoor lake.

C. Answer the questions:

1- In how many phases the mall was built?

2- What do you think is the most amazing thing about the Mall?

D. The words under A and their synonyms under B are all in the passage. Find them then match A to B.

A	B
mall	wonderful
amazing	amusement
entertainment	shopping center

Conversation

A. Read and practice.
Practice the following conversation with your partner.



Travel Agent: Which province would you like to visit this summer?
Hashim: Badakhshan.
Travel Agent: Let's look at this brochure. It shows that it's a green province with high mountains. It also has a long River.
Hashim: I have heard of the high mountains.
Travel Agent: Hindu Kush Mountain is the highest and the most famous mountain in Badakhshan.
Hashim: How high is it?
Travel Agent: It's about 7485 meters high. Badakhshan is also famous for its azure.
Hashim: How long is it?
Travel Agent It's about 600 km long.
Hashim: Good! This means I can go mountain climbing.

B. Which provinces would you like to visit? Why?

Grammar

Questions with how + adjectives	
a) How high is the Hindu Kush Mountain?	a) It is 7485 meters high.
b) How big is Afghanistan?	b) It is 647,500 km2.
c) How tall is Taher?	c) He is 150 cm tall.
d) How hot is Khost in summer?	d) It goes up as high as 50 degrees Celsius (centigrade).
e) How wide is your class?	e) It is 4 m wide.
f) How far is your province from Kabul?	f) It is not far from Kabul, it is about 220 km.
g) How long is this room?	g) It is 4 m long.
h) How fast is a deer?	h) It is as fast as a cheetah.
i) How far is Makkah from Madinah?	i) It is 300 km long.

A. Write questions for these answers.



1. A: ______________________________

   B: Hindu Kush is 7485 meters high.

2. A: ______________________________

   B: Morocco is 444,500 square km.

3. A: ______________________________

   B: The Red Sea is 2,253 km long.

4. A: ______________________________

   B: In Takhar the temperature goes down to -0 degree Celsius in winter.

B. In groups: Choose a place in your country. Write down the distances, measurements and temperature. Members of your group can ask each other about the places using How + adjective. Other members can answer.

Writing

Look at the table. Compare the three mosques. Then choose one and write a paragraph about it on your notebook. Do not forget to use the superlative form of the adjectives.

	Blue Mosque	Shah Faisal Mosque	Amr Ibn – El-As Mosque
City	Istanbul	Islamabad	Cairo
Area	4,608 m^2	189,705 m^2	13,556 m^2
Capacity	10,000	100,000	30,000
Minarets	6	4	3
Built in	1616 AD	1976 AD	642 AD
Built by	Sultan Ahmad	Zedat Daloky	Amr Ibn El-As

Phonics

Long e as in sea / see

A.

Long **e** is written as:

ee – s**ee**, m**ee**t, f**ee**t, f**ee**d, t**ee**th

ea – s**ea**, m**ea**t, **ea**r, r**ea**d, sp**ea**k

y – read**y**, bab**y**, carr**y**, countr**y**

B. Listen to your teacher and repeat the words.

1. bead	2. wheel	3. reel	4. country
ee - ea - y	ee - ea - y	ee - ea - y	ee - ea - y
5. ear	**6. peel**	**7. puppy**	**8. penny**
ee - ea - y	ee - ea - y	ee - ea - y	ee - ea - y

C. Read the paragraph, and then underline the words with long "e" sound.



My friend Karim is from Ghazni. He lives in Balahisar, Ghazni. We first met in 1380 in Rabia Balkhi high school. We were thirteen years old. We spent five years together. Before I came back to my province, we promised each other to keep in touch. I send him an e – mail every week, and we speak on the phone every month. We also meet every summer holiday.

Grammar Summary

Superlatives with short adjectives

The cheetah	is	the	fastest	animal	on land.
The blue whale			biggest		in the world.
The monkey			funniest		in the zoo.

Superlatives with long adjectives

This	is	**the**	**most** / **least**	crowded beautiful interesting	city in the world.

Superlatives with irregular adjectives

This	is	**the**	**best**	restaurant	in town.
			worst	mark	in class.
			farthest	hospital	from my house.

Questions with how + adjectives

How	far	is	the moon from the earth?	It is 384,403 km far.
	high		the Hindu Kush mountain?	It is 7485 meters high.
	long		the Amu River?	It is 2500 km long.
	wide		the Red sea?	It is 354 km wide.
	cold / hot		Nemrooz in winter/summer?	It goes down to 10 ^{0} C. It goes up to 50 ^{0} C.

Match column A with B. Then write sentences using the superlative form of the adjectives.

(busy) street	on TV.
(famous) building	in class.
(dangerous) room	in the house.
(interesting) show	in the city.
(expensive) hotel	in Paris.
(tall) person	in Kabul.

1. Wazir Akbar Khan is the busiest place in Kabul.
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Listening

Listen to your teacher describing a province and complete the table.

Name	How far is it?	What is the population?	How is the weather?	What do they grow?

Speaking

In pairs: Ask and answer questions about the products and growth of your provinces.

Vocabulary

Unit 14

Nouns
Amazing
Amusement
Aquarium
Block
Brochure
Deer
Distance
Dusk
Elephant
Entrance
Fixture
Fountain
Mall
Measurement
Phase
Recreation
Temperature
Vehicle
Azure

Verbs
Cover
Wave

Superlative adjectives
The best
The biggest
The farthest/ noisiest
The fastest
The funniest
The highest
The largest
The newest
The oldest
The tallest
The worst

Adjectives
Amazing
Brave
Complex
Exclusive
Indoor
Unlike
Unusual

Unit 15

Tips and Rules

In this unit, you are going to:

- **talk about rules and give tips.**
- **talk about how people do things.**
- **read about test taking tips.**
- **listen to people given tips to solve problems.**
- **write a paragraph about school and classroom rules.**



Discussion

No CHEATING

No TALKING

No PARKING

No SWIMMING

PLEASE KEEP OFF THE GRASS

No FOOD OR DRINKS ALLOWED

Fasten SEAT BELT

- **Where do you usually see these signs?**
- **Do you understand them?**
- **Do you always follow rules?**
- **How often do you listen to advice?**

Conversation

A. Read and practice the dialogue.
Practice the following conversation with your partner.



Razia: You look so worried today, Nazia. What is the matter?
Nazia: I'm afraid I'm not doing as well as I should in school.
Razia: I'm sure you can be a better student.
Nazia: How?
Razia: Well, first you have to come to class early and listen carefully to what the teacher says.
Nazia: Uhuh.
Razia: You must also work harder. Study everyday; do your homework regularly and never copy it from a friend. Remember school rules: no copying and no cheating.
Nazia: Anything else?
Razia: Yes, you mustn't stay up late. You should also have a good breakfast before going to school.

B. What other advice would you give Nazia?
C. What would you do if you see a friend cheating?

Grammar

Making Rules: No + verb (ing)	
Don't swim. You **can't** swim. You **mustn't** swim.	**No** swimm**ing**

Modals: Rules / strong advice	Modal
- You have to come to class early. - You must listen carefully to the teacher. - You mustn't copy your homework. - You can't park here.	have to must mustn't can't
- You should have breakfast. - You'd better have breakfast.	should / had better
Giving Permission	
- You can take your text tomorrow.	can

A. Complete the study tips with modals from box 2 above.

1. You ________________ find a quiet place to study.
2. You ________________ have only the things you need.
3. You ________________ make a study plan.
4. You ________________ waste time. You ________________ start studying immediately.
5. You ________________ keep a record of what you have actually done.
6. You ________________ test yourself after every four or five units.
7. When taking the test, you ________________ set a time limit. You ________________ go over the time limit.

B. In groups:

1. Choose a place from the box. Write the rules for that place.

airplane	**English class**	**street**
hospital	**school**	**home**

2. Discuss the rules with the other groups.

Reading

A. – Do you enjoy taking tests?
– Do tests scare you?

Test – Taking tips

Do you get a little scared when your teacher says you have a test? Tests do scare many people, but there are ways to <u>prepare</u> for the tests so that you can be more relaxed.

<u>Reviewing for a test:</u>

- You should sit in a quiet place to study.
- You should have everything that you need with you.
- You must also know exactly what lessons will be on the test so you can study what you need to know.
- As you study, make up questions you think might be on the test.
- Practice saying the answers to yourself. If you can not say them, it is likely you don't know them.



<u>Taking the test:</u>

Now that you know how to prepare, here are some tips for actually taking the test:

- Read over the test paper quickly first. This will help you <u>calm down.</u>
- You must find out how much time you have. This will help you know how much time to spend on each question.
- Read directions carefully to avoid careless mistakes.
- Answer the easy questions first then do the hard ones.
- Remember that you have to read the test over before turning it in. This is time to find any mistakes



These steps may help you overcome your fears and pass the test easily.

B. word understanding: What does each underlined word mean? Read each word in context. Then circle the right answer.

1. In paragraph 1: the underlined word means
   a. get ready for   b. read before   c. leave out
2. In paragraph 3: The underlined words mean
   a. get angry   b. be happy   c. stay relaxed

C. Putting in order: Certain steps have been suggested for taking a test. Number them in the right order.

☐ - Do the easy questions first before doing the difficult ones.

☐ - Quickly read the test paper.

☐ - Read your answers for mistakes you may have made.

☐ - Calculate the time you need for each question.

D. Do you follow any of the test – taking tips in the passage?

Listening

1. Listen to student A and B answering the questions about their school. Put a tick by the ones they say "Yes" to.

	Student A	Student B	You
Do you always work very hard?			
Do you always listen carefully to your teacher?			
Do you always behave friendly?			
Do you always do your homework carefully?			

2. In pairs: Ask and answer the questions in the table. Think of other suitable questions that you can use. Put a (✓) next to the questions you answer with yes.

Unit 15 Lesson 3

Conversation

A. Read and practice.
Practice the following conversation with your partner.



Mother: Hello, Miss Nasrin? I'm Parween's mother. How's she doing at school?

Teacher: She's doing well, especially in math. She can add and subtract numbers quickly.
She passed the exam easily. Overall, she's a good student.

Mother: But I don't like her handwriting.

Teacher: Yes, that's because she writes quickly.
She should write slowly and carefully.

Mother: And what about her behavior? Is she polite?

Teacher: Yes, she talks to people very politely.

Mother: I'm glad to hear this. Thanks a lot.

B. What would you like your teachers to say about you?

Grammar

Adjectives/ Adverbs	**Adjectives** **say what something is like**	**Adverbs** **say how you do it**
The exercise is **easy**. You can do it **easily**.	easy	easily
She is a **careful** writer. She writes **carefully**.	careful careless	carefully carelessly
They are **good** students. They study **well**.	good	well
Haider is always **late**. He always comes **late**.	late	late

A. A teacher is talking to his / her students. Read the paragraph, choose the correct word.

This is a timed exercise. So you had better work (fast – faster) than the last time. It's an (easy – easily) test but you have to read the questions (careful – carefully). By the way, I'm very (happy – happily) with the way you read. Your English is (good – well), but most of you need to read (slow – slowly) and write (quick – quickly).

B. In groups: Tell your group members why you are a good or bad students / son/ daughter/ friend. Give five reasons.

e.g. I'm a good/ bad student. I do my homework carefully/ carelessly.

Writing

A. What are your school/ classroom rules? Write them in the table below.

My School Rules		
Should/must		**Shouldn't/ Mustn't**
coming to school		
leaving school		
uniform		
chewing gum		
running		
My classroom Rules		
coming/ leaving		
answering questions		
sitting/ standing		
speaking		
homework		

B. How often do you follow the rules above? Use adverbs of frequency next to each rule.

C. Write a paragraph about what you should or shouldn't do to become a better student.

Phonics

Long "i" as in spy/ rice

A. Listen and repeat.

Long **"i"** sound is written as:

y – sp**y**, cr**y**, fl**y**, wh**y**, tr**y**, sh**y**.

ie – t**ie**, d**ie**, l**ie**, p**ie**.

igh – l**igh**t, he**igh**t, f**igh**t, s**igh**t, fr**igh**t, h**igh**.

i + e – n**i**c**e**, m**i**c**e**, k**i**t**e**, sp**i**c**e**, thr**i**c**e**, f**i**v**e**.

B. Listen to your teacher and circle the letter that stands for the long "I" sound in each word you hear. (use pencil)

1. spy — Y igh ie i+e
2. why — Y igh ie
3. tie — Y igh ie
4. right — Y igh ie
5. pie — Y igh ie
6. shy — Y igh ie
7. light — Y igh ie
8. fly — Y igh ie

C. Read the sentences then underline the words with the long "i" sound.

a. Pilots fly the airplanes.
b. When you fell dizzy, try to lie down for a while.
c. The sun shines bright in the high sky.
d. In class, we played "I spy with my little eye".
e. Shamsia is a shy girl in the class.
f. You should choose the right answer.
g. Why did you come late?
h. We should buy cookies with pie.

Grammar Summary

	Modals	
I/ you/ we/ they	**have to**	be in school at 7 p.m. write the letter now.
He/ she	**has to**	
I/ He/ She/ We/ They	**must/ mustn't** **should/ shouldn't** **can/ can't** **had better**	

- The students are going on a school trip. Read the rules and complete the sentences with suitable modals.

1. You ____________ be in school earlier than 8:00 a.m.
2. You ____________ have breakfast at home before coming.
3. You ____________ eat on the bus.
4. You ____________ only eat in the funfair cafeteria at 9:00 a.m.
5. You ____________ pay 20 Afghani for the trip.
6. You ____________ find your group leader and stay with her/ him.
7. You ____________ get tokens from your group leader.

School trip

October, 8th 8:00 – 12:00

- Pay 20 Afghanis at the vice principal's office.
- Wear your school uniform and be on time.
- Don't eat or drink on the bus (snack time: 9:30 at the zoo cafeteria).
- Follow your group leader.
- Get your tokens for the attractions from your guide.

Listening

Listen to your classmates giving tips to solve the following problems. Complete the table with solution.

Problems	Solution
Gaining weight	
Poor reading	
Bad handwriting	
Doing homework	

Speaking

In groups: Discuss whether the rules about school trip around the city are true or false. Why?

Vocabulary

Unit 15

Nouns
Handwriting
Pie
Polite
Spy

Verbs
Add
Allow
Avoid
Cheat
Lie/ down
Relax
Subtract

Adjectives
Afraid
Dizzy
Overall
Polite
Relaxed

Adverbs
Exactly
Likely
Quickly

Unit 16

Review

Vocabulary

A. Write the opposites of the following adjectives.

big ____________ loud ____________ good ____________

clean ____________ careful ____________ high ____________

dry ____________ happy ____________ ugly ____________

late ____________ thin ____________ young ____________

more ____________ boring ____________ difficult ____________

B. Read the adjectives and circle the odd one. Explain why?

1	2	3	4	5	6
ill	careful	luxurious	pretty	shy	Noisy
cheap	polite	comfortable	ugly	lazy	dangerous
expensive	friendly	expensive	interesting	happy	difficult
modern	tall	hard	beautiful	wide	crowded

Speaking

In pairs: Act of a mother/ father of a student and meet your son's/ daughter's teacher.

Writing

Look at the picture below and describe it in a paragraph.



Speaking

Get to know your partner better. Ask your partner to tell about him/ her self.

Listening

Listen to your classmates describing his/ her friend the rules of his/ her club. Write the rules he/ she mentions.

....

....

....

....

....

....

....

....

Grammar

Unscramble the questions, and then answer them.

1. than/ Kabul/ larger/ is Helmand/?

   ____?

   ____

2. you/ taller/ mother/ your/ than/ are/?

   ____?

   ____

3. planes/ than/ faster/ cars/ are/?

   ____?

   ____

4. new shoes/ your/ are/ comfortable/ the old ones/ less/ than/?

   ____?

   ____

5. is/ this book/ interesting/ than/ more/ the other one/?

   ____?

   ____

6. English/ difficult/ more/ is/ Pashto/ than/?

   ____?

   ____

Reading

A. – Do you help your mother at home?
– What are your house chores?

No more Housework!

It was 4:30 p.m. in the afternoon when Rena Taher came home from work. She walked into the living room and looked at her three children. The children are 14, 12 and 9 years old. They were watching TV.

The living room was a mess. There were empty glasses and dirty socks on the floor. There were cookies on the sofa. Games and toys were everywhere. Rena became angry.

"This place is a mess!" she told her children. "I can't work all day and then do housework all evening! I'm not going to do housework! "And so, Rena didn't do housework. She didn’t clean. She didn't wash dishes. She didn’t wash clothes. Every evening she sat on the sofa and watched TV. After two weeks, every plate, fork, and glass in the house was dirty. All the children's clothes were dirty, too. Every garbage can was full. The house was a mess.

Then, one day Rena came home from work and got a big surprise. The kitchen was clean. The children had cleaned the kitchen! The next day, the living room was cleaned, and the children were washing their clothes.

Rena told her children. "Ok, I'll do housework again. But you have to help me." Now Rena and her three children do the housework together. Then they all sit on the sofa and watch TV.

B. Answer the question.

Why do you think Rena stopped doing housework?

____

C. Re – read the story and underline the most important things in it.

Speaking

You are going to Herat next week; you want to book a room in a hotel. Go to the travel agent and ask him for the type of hotel room you need.

Silly Sentences

- **Re – arrange the words below to make a silly sentence.**

over	the	moon	jumps	The cow	
you?	peaches	Do	eating	like	
can	read	Bulls	books	funny	
stood	the	on	A sheep	desk	
sometimes	eats	A	monkey	cheese	

Use the box below to make up a silly sentence for a friend.

Grammar

A. Write instructions in the affirmative and negative forms. Use the given words.

	Affirmative	Negative
1. drive/ careful/ careless		
2. be/ happy/ sad		
3. behave/ good/ bad		
4. speak/ polite/ rude		
5. come/ early/ late		
6. eat/ slow/ fast		

B. Complete the rules for good driving. Use modals.

1. You ______________________ have your driving license.
2. You ______________________ drive fast.
3. You ______________________ follow road signs.
4. You ______________________ use a mobile phone.

C. Make rules from these sentences. Use No + verb (ing)

1. You must not talk in the library.
   ____
2. You should not eat in the shop.
   ____
3. You should not walk on the grass.
   ____

4. You should not run on the street.

____

5. You must not taste the snakes.

____

Speaking

Role – play: You are looking for a new place to live in. Say its qualifications.

Vocabulary

Unit 16

Nouns	**Verb**	**Adjectives**
Can	Mess	Boring
Fork		Lazy
Garbage		Luxurious
Housework		Ugly